

# WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

November 18, 2004

WorkSource Center/Renton  
919 SW Grady Way, Suite 125  
Room O  
Renton, WA 98055-2942  
206-205-3500

## AGENDA

Time: 8:30 a.m. to 3:00 p.m.

TIME	TOPIC	PRESENTER	DESIRED OUTCOME
8:30-8:45	Welcome/Introductions	David Harrison	Get Acquainted
		Nancy Loverin WorkSource Renton	Greetings from WorkSource Manager
8:45-9:30	Minutes of October 5, 2004	David Harrison	Board will act on minutes of October 5, 2004
	Chairperson's Report		Board will be updated on current issues of interest.
	Executive Director's Report <i>Tab 1</i>	Ellen O'Brien Saunders	
9:30-10:00	High Skills, High Wages	Bryan Wilson Madeleine Thompson	The Board will discuss preferences for focus on implementation of <i>High Skills, High Wages</i> .
	<i>Tab 2</i>		
10:00-10:15	Break	All	Refresh
10:15-11:00	Workforce Investment Act Title I Results <i>Tab 3</i>	Carl Wolfhagen	Board will hear analysis on the Workforce Investment Act Title I results.

TIME	TOPIC	PRESENTER	DESIRED OUTCOME
11:00-11:45	TANF/Workfirst Overview	Deborah Bingaman Department of Social and Health Services and Guests	Board will be briefed on TANF/Workfirst.
11:45-12:15	Lunch	All	Refresh
12:15-1:00	WorkSource Tour	All	See facility and learn of services offered.
1:00-1:45	Improving Graduation Rate: Projects and Policies  <i>Tab 4</i>	Wes Pruitt Julianne Hanner Hanner Enterprises Kyra Kester Office of Superintendent of Public Instruction	Board will review current information on graduation rate and drop out issues, and discuss potential action.
1:45-2:15	National Project: Integrated Performance Information (IPI)  <i>Tab 5</i>	Ellen O'Brien Saunders Bryan Wilson	Board will learn status of national project.
2:15-2:30	Labor Market Information (LMI) Grant  <i>Tab 6</i>	Bryan Wilson	Board will discuss and act on Labor Market Information Grant.

TAB 1

**Washington State Workforce Training and Education Coordinating Board**  
**Minutes of Meeting No. 99**  
**October 5, 2004**

Chair Mr. David Harrison called the Workforce Training and Education Coordinating Board (Workforce Board) meeting to order at 8:06 a.m. at Norman Worthington Center in Lacey, Washington. The following board members were present:

David Harrison, Workforce Board Chair  
Asbury Lockett, Business Representative  
Rick Bender, Labor Representative  
John McGinnis, Labor Representative  
Beth Thew, Labor Representative  
Kyra Kester (Alternate for Terry Bergeson), Superintendent of Public Instruction (OSPI)  
Earl Hale, State Board for Community and Technical Colleges (SBCTC) and  
Jim Crabbe (Alternate for Earl Hale), State Board for Community and Technical Colleges (SBCTC)  
Ellen O'Brien Saunders, Executive Director

**Welcome and Introductions**

Mr. David Harrison welcomed the Board and guests and introductions were made.

**Minutes of Board Meeting of Meeting No. 98 – June 30, 2004, and Board Retreat August 4-5, 2004.**

Mr. Harrison presented the minutes from the June 30, 2004, Workforce Board meeting and the August 4-5, 2004, Board Retreat.

**Motion 04-99-01**

Mr. Jim Crabbe moved and Ms. Beth Thew seconded that the Workforce Board minutes of June 30 and August 4-5, 2004, be approved as presented. The motion passed.

**Executive Director's Report**

Ms. O'Brien Saunders reviewed the Workforce Strategies 2004 conference agenda and will inform the Board Members about their roles at the Workforce Strategies conference in November. Mr. Harrison noted that there will be Workforce Development Council (WDC) Chairs' breakfast that the Board Members should attend. The Board will be notified by email on the logistics of that breakfast. Ms. O'Brien Saunders presented the proposed November agenda and suggested that the Board take action on the One Stop/Labor Market information plan in November. She also shared the newest information on the Priorities of Government (POG) workforce results team. Ms. O'Brien Saunders also reminded the Board that the Health Care Task Force will meet again on October 12, 2004. Finally, she updated the Board on the progress of Perkins Reauthorization.



## **Motion 04-99-02**

Mr. Jim Crabbe moved and Ms. Beth Thew seconded that the Workforce Board adopt the meeting schedule for 2005 as presented. The motion passed.

## **Chair's Report**

Mr. Harrison announced that he would make his report brief to keep the meeting on schedule. He then honored Joe Murphy, a Kitsap County labor leader, whose plane is missing in Alaska. Mr. Bender followed with more details on the tragedy. Mr. Harrison provided the latest news on discussions with the Higher Education Coordinating Board (HECB).

Ms. Thew reported on her field activities. She attended a meeting and annual banquet for the Eastern Washington Partnership. It was very similar to our Best Practices awards. She gave kudos to Walla Walla WorkSource and honored WorkSource Colville. Mr. Bender also shared information on his visit to Southwest Washington WDC meeting. He felt it was good visit and they are working for a stronger partnership. Mr. Crabbe reported on his visit to the Northwest WDC.

## **Priorities of Government: Improving Career Guidance**

Ms. Terri Colbert presented a PowerPoint presentation on Career Guidance, one of the assignments to the Workforce Board from the POG process. Ms. Colbert presented a five-year plan for improvement. Mr. Crabbe wanted to know the cost and resources the individual partners bring. Mr. Harrison would like a report in a year on how this is working. Ms. Patti Stoneman-Lowe inquired on whether there had been consideration of the needs of special education students. Ms. Colbert invited Department of Vocational Rehabilitation (DVR) to be involved in the effort.

## **Review of Operating Agencies' Budget Requests for 2005-07**

Mr. Bryan Wilson made introductory remarks about the budget request. Only the requests of SBCTC and the OSPI need the action by the Board. The requests in the packet from other agencies are complementary to our goals but outside our statutory responsibility to review.

## **State Board for Community and Technical Colleges**

Mr. Wes Pruitt summarized the SBCTC budget request and Workforce Board analysis. Mr. Crabbe pointed out that the SBCTC budget includes new enrollments for apprenticeship. He indicated that SBCTC did not want to determine the extent to which the request for Adult Education funds would be directed to programs that blend literacy and vocational training until the legislature passed the appropriation. Mr. Bender inquired about the cost difference from the last budget. Mr. Crabbe noted that the overall budget was an increase of around 21 percent. Mr. Earl Hale expressed appreciation to the Board for its support of the community and technical college system.

### **Motion 04-99-03**

Mr. Bender moved and Mr. John McGinnis seconded that the Board adopt the motion endorsing the SBCTC budget as written. The motion passed.

### **Office of Superintendent of Public Instruction**

Mr. Wes Pruitt provided the Board with an overview of the OSPI budget request. Ms. Kyra Kester indicated she was very pleased with the staff review. Rick inquired about the cost difference from the last budget request. Ms. Kester stated that she would have to get back to the Board on that.

### **Motion 04-99-04**

Ms. Thew moved and Mr. McGinnis seconded that the Board adopt the motion endorsing the OSPI budget as written. The motion passed.

Mr. Pruitt highlighted the other information in the packet on Employment Security Department (ESD), HECB, and DVR. Mr. Wilson stated that the HECB goal of a 300 per year increase in high-demand degrees did not seem adequate compared with the shortage. In healthcare alone, there are over 6,000 vacancies that require postsecondary education. Mr. Harrison urged the staff to push ahead on this issue and provide a summary at the next meeting.

### **America's Career Resource Network Plan**

Mr. Wong and Ms. Colbert presented to the Board the information on America's Career Resource Network Plan (ACRN). Mr. Harrison liked the process of working these funding opportunities with the interagency group and then offering recommendations to the Board for action.

### **Motion 04-99-05**

Mr. Asbury Lockett moved and Ms. Thew seconded that the Board adopt the recommended 2004-05 ACRN plan. The motion passed.

### **Higher Education Planning: Report from the SBCTC**

Ms. Jan Yoshiwara and Ms. Madeleine Thompson presented information on higher education planning. The Board exchanged ideas about branch campuses, university centers at community and technical colleges and the role the University of Washington, and others regarding applied technical degrees. Mr. Harrison asked whether the degrees were marketable in other states. Ms. Yoshiwara suggested a different degree name to familiarize students, employers, and others.

### **Industry Skill Panel Solicitation**

Ms. Pam Lund updated the Board on the Skill Panel solicitation for this year. To date the agency has received 26 requests with eight or more to be funded. Mr. Bender asked about a possible mix up on the maritime skill panel and the boat building industry. Ms. Lund noted that she

would work to find a solution to the confusion. Reviews by the review team will be completed and then the staff will proceed with contracts.

### **Youth Drop Out Issue: Report from the OSPI on the Latest Numbers and Policy Issues**

Mr. Pruitt and Mr. Pete Bylsma presented a report to the Board about the youth drop issue. Mr. Bylsma explained the process of collecting and calculating the data. He stated that the quality has been improving. Board members discussed a variety of factors that could alter the data. Mr. Bylsma also presented OPSI's new proposal for make incremental goals to increase the on-time graduation rate. Mr. Wilson indicated that staff would present recommendations for Board action at the November meeting.

### **Federal Career and Technical Education Funds Utilization**

Mr. Wong offered information on the use of Federal Career and Technical Education Funds. He shared how strategies in *High Skills, High Wages* were supported by either required or permissible uses of Perkins funds. Ms. Colbert was complimented on her work on the High Skills, High Wages, and Perkins Matrix. Ms. Kester was concerned about the timing of Perkins reauthorization and making changes at this time. Ms. O'Brien Saunders noted that Workforce Investment Act (WIA) has also not been reauthorized. Mr. Harrison noted that since reauthorization was imminent, the issue of how best to more closely focus Perkins funds might be better dealt with later when other reauthorization issues are before the Board.

### **Reports on Strategic Projects and Initiatives**

#### **Apprenticeship Projects**

Ms. Kathy DiJulio updated the Board on the WIA 10 percent apprenticeship projects.

#### **Centers of Excellence Solicitation**

Mr. Crabbe introduced Ms. Michele Andreas to the Board; who will be the point of contact for Centers of Excellence. He then shared information on the Centers of Excellence initiative. Mr. Crabbe discussed the connection of economic clusters, Skill Panels, and Centers of Excellence. He also noted possible ties to ACRN activities.

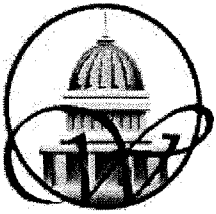
#### **Youth Drop Out Prevention/Retrieval Projects**

Ms. Lund and Ms. Kester gave a summary to the Board on the Youth Drop initiative. To date, 10 proposals have been approved. Ms. Kester commented that this effort was really assisting local school districts to partner with the WDCs and the Youth Councils.

The meeting adjourned at 2:47 p.m.

Ellen O'Brien Saunders, Secretary





## Workforce Training and Education Coordinating Board

### Draft 2005 Legislative Agenda

#### Postsecondary Issues

##### Policy Items

***High Skills, High Wages Update*** – By statute, the biennial update to Washington's Strategic Plan for Workforce Development, *High Skills, High Wages*, is to be submitted to the Legislature by way of a concurrent resolution.

##### Priority Budget Items

The following items have been endorsed by the Workforce Training and Education Coordinating Board (Workforce Board) as priorities for Board advocacy in that they specifically implement the strategies set forth in *High Skills, High Wages*:

***Skill Panels*** – The Workforce Board has submitted a \$2 million General Fund-State budget request to form 15-20 new skill panels, public-private partnerships of business, labor, and education and training providers. Targeted investments in industry skill panels coupled with incumbent worker training would strengthen the connectivity between workforce and economic development.

***Job Skills Program (JSP)*** – The State Board for Community and Technical Colleges (SBCTC) is requesting an additional investment of \$7.05 million in the 2005-07 biennium to increase funding to \$10 million from the General Fund-State. JSP is the state's customized training program for employers. Washington ranks last in the nation in per capita expenditure on customized training.

***New Enrollments*** – SBCTC is requesting \$84.75 million in General Fund-State monies for 10,000 new enrollments for the 2005-2007 biennium funded at an enhanced level of \$5,650 per student FTE. Of the FTEs proposed, SBCTC is committed to allocating 10 percent of the increased enrollment to high-demand fields. Last year the colleges were over enrolled by 11,000 student FTEs.

***Faculty Retention and Recruitment*** – SBCTC is requesting \$33 million (\$11 million in 2005-06 and 22.3 million in 2006-07) to improve recruitment and retention of college faculty. This funding would enable colleges to provide more competitive salaries in high-demand fields such as nursing.

##### Additional Endorsed Budget Items

***Adult Basic Education Funding (ABE)*** – The Workforce Board has also endorsed a request by SBCTC for \$10 million in General Fund-State dollars to maintain current adult basic education FTEs service levels. Some of the funding would likely be directed to support integration of adult basic education with occupational skills training – a strategy with much better results than stand-alone ABE.

## K-12 Issues

### Policy Items

The Workforce Board supports and encourages efforts by agencies or legislators to enhance state policy and procedures on the reporting of and accountability for high school graduation.

Relevant issues include:

***Accountability for High School Graduation*** – The Office of Superintendent of Public Instruction (OSPI) is proposing to revise the accountability policy to establish incremental improvement goals to reach the 85 percent goal by 2014. The current policy sets the goal at 66 percent and has no goals for improvement before 2014.

***Reporting 7<sup>th</sup> and 8<sup>th</sup> Grade Dropouts*** – Current state reporting statutes do not require the reporting of dropouts in the 7th and 8th grade. Many students leave school prior to the 9<sup>th</sup> grade.

***Student Subpopulations*** – Certain racial and ethnic groups have significantly lower graduation rates than the statewide average for all students. Because schools can meet the statewide goal despite low graduation rates for students of color, it would be useful to provide incentives for improving the high school graduation rate for sub-populations.

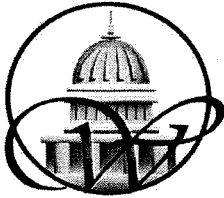
### Priority Budget Items

The following items have been endorsed by the Workforce Board as priorities for Board advocacy in that they specifically implement the strategies of focus set forth in *High Skills, High Wages*:

***Career Guidance*** – OSPI is requesting \$1.495 million in General Fund-State dollars for the 2005-07 biennium to expand an effective guidance and counseling curriculum developed by the Franklin Pierce School District to 50 more school districts. Early indications are that students using this curriculum are progressing more successfully in school and taking more rigorous coursework.

***Vocational Skills Centers (VSC) Expansion*** – OSPI is requesting \$3.593 million in General Fund-State dollars for the 2005-07 biennium to increase the number of students who can be served by VSCs, the number of hours students can be enrolled in programs, and the amount of funding for program equipment. The change in the number of enrollment hours is needed because there is a financial disincentive for the home school to send students to a skills center.

***Salary Recognition of Vocational Educators' Experience*** – OSPI is requesting \$19.621 million in General Fund-State expenditure authority for the 2005-07 biennium to accommodate a change in salary rules that would allow the occupational experience of vocational certificated instructors to be recognized as the highest degree level regardless of any previous related degree earned. It is difficult to recruit and retain vocational educators because their experience is not recognized on the K-12 salary schedule if they have a Bachelor of Arts degree.



## 2004 SKILL PANEL CONTRACT AWARDS

Contractor	Project Name	Amount Allocated
Community Colleges of Spokane	Construction Industry	59,735
Northwest WDC	Marine Manufacturing & Technology	105,000
Pierce College	Homeland Security	60,000
Southwest Washington WDC	Advanced Center for Transportation Technologies	85,000
Spokane Regional Chamber of Commerce	Advanced Manufacturing	75,000
		<u>\$384,735</u>

**“Skill Panels”** are defined as a forum of business, labor, and education leaders who collaborate to support a targeted industry considered key to the economic success of a region. Skill Panels encourage companies normally in competition with each other to solve shared human resource problems. They assess current and future skill needs of the industry’s workforce, and implement strategies to keep pace with ever changing market conditions.

**“Centers of Excellence”** are broadly defined as places that industries can rely on to understand their particular needs and interests, to help solve their skill-related problems, to help ensure a continuing flow of new entrants, and act as a source for upgrading its existing workforce. Centers are a “one-stop shop” for the firms that compromise clusters, so educators and trainers are able to more effectively stay abreast of changes in technology and employment and develop special resources for employers. The college not only fills the industry’s requirements for skilled and technically proficient workers, but also serves as a repository of information and technology for other colleges and external stakeholders.

In August 2004, the Workforce Training and Education Coordinating Board (Workforce Board) issued a *Call for Concept Papers* inviting local economic and workforce development partnerships to apply for skill panel funding. Funds available totaled \$400,000. Workforce Development Councils (WDCs), community and technical colleges, economic development councils, private career schools, apprenticeship programs, and business or trade associations were encouraged to apply. The Workforce Board received 27 concept papers for skill panels with requests for funding totaling over \$2 million. A review committee with representatives from business, labor, the State Board for Community and Technical Colleges, Employment Security Department, and Community, Trade and Economic Development narrowed the selection to ten top proposals. During the week of October 11, Workforce Board staff and review committee members held in-person interviews with the top applicants and their industry partners. The following provides summaries of the five skill panels selected for funding. Contract awards totaled \$384,735.

## **Construction Industry Skill Panel – Ensuring the Continued Growth and Viability of the Spokane Region’s Construction Industry**

**Contractor: Community Colleges of Spokane**

**Funding: \$59,735**

The Community Colleges of Spokane, partnering with the Inland Northwest Chapter of the Associated General Contractors, Inland Pacific Chapter of the American Builders and Contractors, Inc., Inland Empire Electrical Training Trust JATC, Eastern Washington/North Idaho Carpenters Apprenticeship Program, Resource Efficient Rebuilding and Remodeling Council, Spokane Public Schools, and other community partners will convene a construction industry skill panel. Spokane, with its aging construction workforce, anticipates a significant upturn in public construction projects. At the same time, the area is experiencing a marked decrease in the number of young people who are choosing construction as a career path. The panel will research factors that are influencing potential workers’ interest in the industry, examine best practices, and define skills for preapprenticeship training including “green” construction principles and techniques. The team will identify and support local recruitment strategies that have special appeal to young people and their parents. Panel members will also develop strategies to engage high school counselors and school administrators.

## **Marine Manufacturing and Technology Skill Panel**

**Contractor: Northwest Workforce Development Council**

**Funding: \$105,000**

The Northwest WDC, will coordinate with Olympic WDC, Pacific Mountain WDC, four economic development councils, four community and technical colleges, K-12 tech-prep program partners, labor representatives, and with industry leaders to establish a marine service and technology skill panel. The panel will develop a strategic plan to address skill shortages in boat building and related marine industries in eleven coastal counties. The focus will be to identify skill standards, promote work-based learning opportunities, develop recommendations for customized training, promote careers in marine manufacturing to youth, and coordinate the formation of public/private partnerships to leverage resources for workforce training in the marine trades. The panel will play a key role in supporting and guiding the development of the Marine Manufacturing Center of Excellence at Skagit Valley College.

## **Homeland Security Skill Panel**

**Contractor: Pierce College**

**Funding: \$60,000**

Pierce College will build on their Homeland Security Center of Excellence to partner with the State’s Emergency Management Division to form a skill panel to look at the critical need in both the public and private sectors for trained professionals. The team will define education and training opportunities in Homeland Security and related disciplines, conduct a regional “industry cluster” labor market analysis, and develop a plan to identify Homeland Security skill sets related to basic requirements across disciplines. The program will review job skills for occupations in public health, fire suppression, law enforcement, emergency management, HASMAT, emergency first responders, transportation, port operations, and for the Homeland Security Department. The panel will play a key role in supporting and guiding the development of the Homeland Security Center of Excellence at Pierce College, identify skills and training gaps, and produce tools, products, and recommendations.

**Advanced Center for Transportation Technologies Skill Panel**  
**Contractor: Southwest Washington Workforce Development Council**  
**Funding: \$85,000**

The Southwest Washington WDC will team with the Columbia River Economic Development Council, Clark College, industry leaders, and other area partners to focus on transportation technologies that move commercial products in and around the trade-centered Vancouver region. The team will look at vessel, truck, rail, and air cargo workforce capacities to enhance the cargo handling for the huge volume of exports traveling through the Port of Vancouver and the Port of Portland. The project will analyze labor market information, identify skill gaps, and develop a strategic plan to address the industry's workforce needs. Panel members will work to create occupational profiles and related assessments to improve applicant placement and retention rates. The panel will also determine the need for workplace literacy for incumbent workers, explore apprenticeship training opportunities, recommend new training programs, and develop a plan for sustaining the panel beyond the contract period.

**Advanced Manufacturing Skill Panel**  
**Contractor: Spokane Regional Chamber of Commerce**  
**Funding: \$75,000**

The Spokane Regional Chamber of Commerce will convene an advanced manufacturing skill panel with business, labor, and education representation. The Chamber will draw support from its 1,400 members. The effort commits the Chamber's Manufacturing Roundtable and its technology manufacturers throughout the region. The skill panel project will survey the region's technology manufacturers to identify skill gaps, inventory existing training programs, clarify employment and training needs, and publish panel findings, priorities, and recommendations. Business, education (including school counselors), labor, and government leaders will be invited to a town hall meeting with a goal of bringing awareness to the value of manufacturing, promoting industry employment opportunities, and highlighting critical workforce training needs. Panel members plan to promote pathways to careers in the industry and to advocate for training programs and specialized training equipment.



**TAB 2**

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 100**

**HIGH SKILLS, HIGH WAGES: INCREASING ENGAGEMENT IN THE STATE PLAN**

As required by statute, the Workforce Training and Education Board (Workforce Board), reports to the Legislature annually on progress for implementing the state plan for workforce development, *High Skills, High Wages*. Each year the staff request that the entities responsible for implementing strategies provide a short summary of their activities, and these are reported in the *Annual Progress Report to the Legislature on High Skills, High Wages* (please see the recently published report of progress for 2003-04, attached.)

In addition, Chapter 5 of *High Skills, High Wages 2004, Our Agenda for Action*, contains a section titled, "Building on Success" that highlights key initiatives that have forwarded the state's plan for workforce development.

Questions for discussion:

- Is the annual report on progress a useful vehicle for informing the Board on the implementation of *High Skills, High Wages*?
- What are additional ways for keeping the Workforce Board updated on progress?
- How can meetings of the Workforce Board help ensure that entities responsible for implementing strategies remain connected to their commitments?
- What type of information would the Board like to receive from lead agencies on the steps they are taking to implement the strategies?

**Action Required:** None. To begin a discussion on increasing engagement in the state plan.

***a report to the legislature***

**ON IMPLEMENTING HIGH SKILLS, HIGH WAGES, JUNE 03 TO JULY 04**

WASHINGTON STATE  
**Workforce Training and Education Coordinating Board**

**Our Vision**

Washington's Workforce Training and Education Coordinating Board is an active and effective partnership of labor, business, and government leaders guiding the best workforce development system in the world.

**Our Mission**

We shape strategies to create and sustain a high-skill, high-wage economy.

To fulfill this Mission, the Board will:

- Advise the Governor, Legislature, and other policymakers on workforce development policy and innovative practice.
- Promote a seamless workforce development system that anticipates and meets the lifelong learning and employment needs of our current and future workforce.
- Advocate for the training and education needed for success in the 75–80 percent of jobs that do not require a baccalaureate degree
- Ensure quality and accountability by evaluating results, and supporting high standards and continuous improvement.

**Board Members**

David Harrison  
*Chair*

Rick Bender  
*Representing Labor*

Terry Bergeson  
*Washington State Superintendent of Public Instruction*

Don Brunell  
*Representing Business*

Earl Hale  
*Executive Director, Washington State Board for Community and Technical Colleges*

Julianne Hanner  
*Representing Business*

Tony Lee  
*Representing Target Populations*

Asbury Lockett  
*Representing Business*

John McGinnis  
*Representing Labor*

Sylvia Mundy  
*Commissioner, Washington State Employment Security Department*

Beth Thew  
*Representing Labor*

***Participating Officials***

Dennis Braddock  
*Secretary, Washington State Department of Social and Health Services*

Vacant  
*Representing Local Elected Officials*

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Ellen O'Brien Saunders  
*Executive Director*

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*This publication is available in alternative format upon request.*

ANNUAL REPORT TO THE LEGISLATURE  
JULY 2003–JUNE 2004

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## **Progress of Agencies in Implementing**

### ***High Skills, High Wages: Washington's Strategic Plan for Workforce Development***

### ***Our Agenda for Action 2002***



WASHINGTON STATE  
**Workforce Training and  
Education Coordinating Board**  
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<http://www.wtb.wa.gov> E-mail: [wtecb@wtb.wa.gov](mailto:wtecb@wtb.wa.gov)

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*This publication is available in alternative format upon request.*

## 2004 Report to the Legislature Customer Satisfaction Survey

*The Workforce Training and Education Coordinating Board is committed to high-quality customer satisfaction and continuous improvement. You can help us meet our commitment by completing this form, detaching it, and mailing it in. Please circle the words that best answer the following questions. In the space provided please elaborate on your response, if appropriate.*

1. How useful is the information presented in this publication?	Not Useful	Somewhat Useful	Very Useful
2. How clear is the information presented in this publication?	Not Clear	Somewhat Clear	Very Clear
3. How complete is the information presented in this publication?	Not Complete	Somewhat Complete	Very Complete
4. How is well is the information presented?	Not Enough Detail	Right Amount Detail	Too Much Detail
5. How is the length of the document?	Too Short	About Right	Too Long
6. Do you want additional copies of this publication? (If yes, please provide us with your name and address below.)	Yes ____	Quantity ____	No ____
7. How do you expect to use this publication? How have you used this publication?			

8. How can this publication be made more useful in future editions? What additional information would you like to see in subsequent publications?

### Please Tell Us About Yourself

JOB TITLE	SECTOR Public ____ Private ____ Nonprofit ____
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Would you like to be contacted about future WTECB initiatives in this field? Yes \_\_\_\_ No \_\_\_\_

If we have any questions about what you have written here, may we contact you? Yes \_\_\_\_ No \_\_\_\_  
(If you answered "yes" to this question, please fill out the following.)

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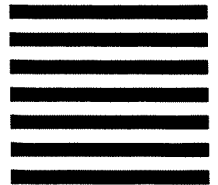
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October 2004

Dear Governor Locke, Members of the State Legislature, and Interested Parties:

On behalf of the Workforce Training and Education Coordinating Board and our partners, I am pleased to forward our annual report, *Progress of Agencies in Implementing High Skills, High Wages: Washington's Strategic Plan for Workforce Development—Our Agenda for Action 2002*.

This report fulfills the mandate of RCW 28C.18.080 (3) and (5) and describes our progress in accomplishing the plan.

Between July 1, 2003, and June 30, 2004, the 12 local Workforce Development Councils and the state agencies that comprise the state's workforce development system made significant progress in implementing the specific strategies outlined in "Our Agenda for Action 2002." This agenda increased our focus on meeting the workforce needs of key industries, such as health care and information technology. It gave more attention to the needs of people with disabilities, people of color, and women—populations that will increasingly comprise the workforce of the future. It stressed the needs of high school students and those who have dropped out. Many of the strategies emphasized private-public partnerships with industry; another central theme was customer service.

Progress in these important areas has been due to the commitment and work of many leaders throughout our state and to the special leadership of the 12 local Workforce Development Councils; the State Board for Community and Technical Colleges; Office of Superintendent of Public Instruction; and the departments of Employment Security; Social and Health Services/Vocational Rehabilitation; Labor and Industries; Community, Trade and Economic Development; and Services for the Blind. The Workforce Board appreciates our very committed and productive partners.

I believe that you will find the report, and the specific actions highlighted, of particular interest. Should you have additional comments or questions, or require further copies of the report, please call me at 360-753-5660.

Sincerely,

A handwritten signature in black ink, appearing to read "Ellen O'Brien Saunders". The signature is fluid and cursive, with the first name "Ellen" being the most prominent.

Ellen O'Brien Saunders  
Executive Director



# INTRODUCTION

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The Workforce Training and Education Coordinating Board (Workforce Board) set an action agenda for the state's workforce development system when it adopted *High Skills, High Wages: Washington's Strategic Plan for Workforce Development—Our Agenda for Action 2002* in May 2002. To track progress on how the state's workforce training and education agencies are implementing the *High Skills, High Wages* agenda, and to fulfill the mandate of RCW 28C.18.080 (3) and (5), the Workforce Board prepares an annual report to the Governor, appropriate legislative committees, and interested parties.

The report captures progress of the 12 local Workforce Development Councils (WDCs), the State Board for Community and Technical Colleges (SBCTC), Office of Superintendent of Public Instruction (OSPI), the departments of Employment Security (ESD), Social and Health Services/Vocational Rehabilitation (DVR), Labor and Industries (L&I), Community, Trade and Economic Development (CTED), Services for the Blind (DSB), and the Workforce Board in accomplishing our agreed upon strategies.

## **Building on Success<sup>1</sup>**

Washington has made great strides in workforce development. Private-public partners are working together more than ever and realizing the benefits of collaboration. Responsible organizations and agencies have made progress in implementing *High Skills, High Wages 2002*.

**Industry skill panels are spurring economic vitality in local areas.** Industry skill panels support the economy, and the Workforce Board is committed to expanding their numbers across the state. The panels consist of employers, labor representatives, and training providers. They assess skill needs for workers in key industries, and implement strategies to close skill gaps. As of July 2004, there were 26 skill panels in construction, electronics, game software development, energy, information technology (IT), manufacturing, and health care. There are health skill panels convened by each of the 12 Workforce Development Councils.<sup>2</sup>

**Washington wins the Boeing 7E7 bid.** An outstanding workforce package ensures Boeing access to highly skilled workers, and Boeing workers will enjoy an Employment Resource Center with recruitment, assessment, training, and retention services. The package also includes a component to develop a two-year Aerospace Manufacturing Degree Program.

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<sup>1</sup> The section "Building on Success" appears in chapter five of *High Skills, High Wages 2004*.

<sup>2</sup> For a full description of skill panels see the report *Competitiveness and Opportunity, Public and Private Industry Partnerships that Work* at <[www.wtb.wa.gov/SKILLS.PDF](http://www.wtb.wa.gov/SKILLS.PDF)>.

**Washington receives a national award for exceeding performance targets.** In 2003, Washington was one of five states to receive a \$3 million award from the U.S. Department of Labor (DOL) and the U.S. Department of Education (DOE).<sup>3</sup> The Workforce Board directed local areas to utilize the award to address the shortage of health care workers.

**Washington leads states in performance measurement.** DOL requested that Washington lead the states in a new design for the performance management system across the nation. The Workforce Board has convened teams of leaders from Florida, Michigan, Montana, Oregon, and Texas to carry out the project known as the Integrated Performance Information Project.

**Washington expands customized training to meet employer needs.** For the 2003-05 biennium, the Legislature appropriated funds to expand the Job Skills Program (JSP) from \$1.14 million to \$2.95 million, and the Governor authorized the use of \$3.2 million in 2003-04 Workforce Investment Act (WIA) funds for customized training. In 2003, 827 incumbent workers received training via JSP and another 706 will be trained in 2004.<sup>4</sup>

**Increasing enrollments in high-demand programs.** For the 2003-05 biennium, the Legislature appropriated \$20.1 million to expand enrollments in education and training programs for occupations that are in high demand by employers. The supplemental budget for 2005 provides an additional \$7.12 million to expand high-demand enrollments.

## **Dealing with health care personnel shortages**

- The state Health Care Personnel Shortage Task Force, convened by the Workforce Board at the request of the Legislature, has enabled employers, labor, education, and government to tackle labor shortages in nursing and allied health occupations. The Task Force developed a state plan for addressing the severe shortages of health care personnel and reports progress annually.
- All 12 WDCs have established Health Skill Panels to create innovative solutions.
- In 2003, the Legislature appropriated funds to expand higher education capacity of which \$11.8 million was directed to health care education and training programs. As a result, there will be about 2,000 more students enrolled in health care programs.<sup>5</sup>

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<sup>3</sup> Workforce development performance targets were exceeded for WIA Title I, Perkins Vocational and Technical Education, and Adult Education and Family Literacy.

<sup>4</sup> Provide data on state appropriated funds for incumbent worker training in other states compared to Washington.

<sup>5</sup> See the plan in *Crisis or Opportunity?* and a report on progress in fulfilling the plan in *Progress 2003* at <[www.wtb.wa.gov/HEALTHCARETASKFORCE.HTM](http://www.wtb.wa.gov/HEALTHCARETASKFORCE.HTM)>.

## **WorkSource customer service training and new information exchange boosts employment services**

- Physical and program accessibility of 26 WorkSource centers were assessed by ESD, DVR, DSB, and local staff. Teams recommended ways to remove service barriers, and multiagency staff received customer service training. ESD conducted over 50 outreach events for people with disabilities seeking to obtain work, in addition to a series of Native American disability conferences.
- ESD launched the new information system for WorkSource called Services, Knowledge, and Information Exchange Systems (SKIES).
- DVR supported two conferences on Health Care for Workers with Disabilities (HWD) and the new Ticket to Work Program. Over 400 agency staff and affiliates are now prepared to inform 148,000 eligible Social Security disability beneficiaries about services available via HWD.<sup>6</sup>

**New products deliver in-depth labor market information.** Jobseekers, students and their parents, career counselors, WorkSource staff, employers, and others can access information on state and local job vacancies, occupations in demand, and wage rates. A new ESD survey of employers estimates job vacancy rates for industries and specific occupations, state and local job trends, and is conducted twice a year. Results of this survey, and other information, are available via the Workforce Explorer, <[www.WorkforceExplorer.com](http://www.WorkforceExplorer.com)>.

**A new grant will improve responsiveness to employers.** The Association of Washington Business' (AWB) Institute for Workforce Development and Economic Sustainability (IWDES) won a two-year Workforce Innovations Network (WINS) grant to expand business engagement with the workforce development system.<sup>7</sup> The WINS project will improve AWB member participation on local councils, and design a project to "loan" executives to WorkSource centers to improve services to business.

**Washington leads in apprenticeship innovations.** New apprenticeship programs have been created in health care occupations. Tacoma-Pierce County WDC's health skill panel (Pierce County Health Services Careers Council) and MultiCare Health System worked with the Washington State Apprenticeship and Training Council to establish a Health Unit Coordinator Apprenticeship, and two apprenticeships in the specialized imaging fields of Computed Tomography and Magnetic Resonance Imaging. These are the first of their kind in the nation. In addition, the 2004 Legislature passed House Bill 3045 providing the Duwamish Center of South Seattle Community College with additional land to expand the number of apprenticeships offered, and the Governor set aside \$1 million to create or expand apprenticeships.

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<sup>6</sup> HWD allows people with disabilities to work and earn up to 450 percent of the federal poverty level and still continue their Medicaid coverage, eliminating one of the most significant barriers to employment. See Section 203 of the Ticket to Work and Work Incentives Improvement Act of 1999 Health Care Financing Administration. The Act enables states to eliminate barriers to employment for people with disabilities by improving access to health care coverage available under Medicare and Medicaid information at <[www.hcfa.gov/medicaid/twwia/twwiahp.htm](http://www.hcfa.gov/medicaid/twwia/twwiahp.htm)>.

<sup>7</sup> Launched nationally in 1997 with support from the U.S. DOL, WINS is a collaboration of Jobs for the Future, the Center for Workforce Preparation of the U.S. Chamber of Commerce, and the Center for Workforce Success of the National Association of Manufacturers.

**Community colleges and private career schools continue to receive earmarked funds to retrain dislocated workers.** In 2003, SBCTC used the greater portion of high-demand funds appropriated by the Legislature to fund the Worker Retraining Program. Dislocated workers are able to receive additional weeks of unemployment insurance benefits while retraining. ESD's high-quality rapid response system, guided by labor-management committees, is also a significant service for dislocated workers.

**The Workforce Board provides online consumer reports on education and training programs.** The system informs consumers and staff about programs that meet performance standards, program results for placing students into jobs, and pay rates. Find the sites at <[www.wtb.wa.gov/etp/](http://www.wtb.wa.gov/etp/)> and <[www.jobtrainingresults.org](http://www.jobtrainingresults.org)>.

# GOAL 1

## Skills Gap

*To close the gap between the need of the employers for skilled workers and the supply of Washington residents prepared to meet that need.*

**Objective 1.1** Create private-public partnerships to enable individuals to move up job and career ladders throughout their lives.

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Form industry skill panels especially in high-demand economic clusters such as health care and information technology, to assess emerging and declining skill needs, and develop training programs.

Provide high-quality labor market information that enables programs to respond to changes in the labor market, and inform students and customers about current career opportunities, especially in high-demand clusters such as health care and information technology.

Develop modular curricula and assessments that are linked to industry skill standards.

Created the Job Vacancy Report, which captures job openings from survey information collected from over 20,000 employers across the state. Published the Employee Benefits Survey Report and mailed regional reports to employers, presenting data in a simple format to help them determine if their employee benefits packages are competitive. This WorkSource mailer was part of an informational campaign to increase awareness and use of WorkSource business services.

Created 22 new career and technical education curriculum frameworks and 36 new curriculum planning guides—all based on industry or national organization standards. A total of 54 curriculum frameworks are now available. Most new work centered on courses in agriculture and technology education.

Employment Security Dept. (ESD)	Office of Superintendent of Public Instruction (OSPI)	St. Board for Community & Technical Colleges (SBCTC)	Workforce Training & Education Coordinating Board (Workforce Board)
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Modularized curriculum linked to industry skill standards is used throughout the community and technical college system. Linking curriculum to industry skill standards is required of all programs approved by SBCTC and included as an element in all state and federal workforce grants and plans.

Created four new health care industry skill panels in Eastern Washington and supported advanced phase activities for 16 other skill panels. As of July 2004, there are 26 skill panels in such industries as information technology, electronics, construction, and energy. Industry skill panels encourage companies normally in competition with each other to work together on shared human resource problems.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 1.2** Increase the number of young people who understand, and act on career opportunities available through career and technical education and training programs, including youth from target populations.

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**Form partnerships with industries to market their career opportunities.**

**Develop individual career plans for all youth to ensure awareness of links between learning and employment. Ensure all youth are aware of the range of career choices available including high-wage, high-demand occupations and nontraditional occupations.**

**Enhance educational attainment of career and technical education students with limited English proficiency.**

Partnered with the Association of Washington Business and the Museum of History and Industry to create 12 additional case studies of Washington industries, focusing this year on manufacturing. Student and teacher guides for each case study are available on OSPI's website. OSPI also continued to support the 238 local school districts' general and program advisory committees that require industry representatives.

Supported the replication of the new Navigation student planning curriculum that improves student performance through individualized planning that involves career exploration.

All districts can connect to National Career Cluster Initiative information through OSPI's website. Career planning is an integral and required part of all exploratory career and technical education courses.

South Puget Sound "Expanding Your Horizons" (EYH) conference focused on careers in mathematics through small, hands-on workshops provided at the University of Washington Tacoma and the Museum of Glass. The event was attended by 170 middle school girls representing 12 school districts in Pierce and Thurston counties. EYH conferences occur throughout the state.

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Superintendent  
of Public  
Instruction (OSPI)

Workforce  
Development  
Councils/Youth  
Councils (WDC)

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Career and technical education teachers and staff received in-service training and other professional development opportunities to assist students with limited English proficiency (LEP). The Work-Based Learning (WBL) Coordination Manual and Guidelines were updated and included additional clarification on assisting special needs learners in WBL activities. Skills Centers' summer programs served a number of LEP students through partnerships with WDCs.

All 12 WDCs implemented this strategy. Example: In the Northwest WDC area, all 322 Workforce Investment Act youth program participants developed a career/employment plan that included a skill-based portfolio, high school/GED completion goals, and a fifth-year plan for transitioning to employment and/or further training. Council partners hosted "Road Less Graveled" and "Try a Trade" projects, providing career information on high-wage, high-demand nontraditional occupations. Additionally, 620 middle and high school students attended health occupations presentations in 16 school districts.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 1.3** Expand mentor and work-based learning opportunities for all youth by working with the employer community.

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Provide support to employers in supplying work-based learning opportunities based on individual career plans.

Increase adult mentoring of youth participating in workforce development programs.

Updated the Work-Based Learning (WBL) Coordination Manual and Guidelines that help districts develop, manage, and support employer involvement, and aid the coordination of work-based learning. Technical assistance continues to be provided to districts on implementation of appropriate WBL experiences for students. Some 920 educators attended professional development sessions on the new WBL standards.

Provided support for the development of a web-based, school/employer matching service by the Pierce County Careers Consortium (<[www.internmatch.org](http://www.internmatch.org)>). This project will be expanded by OSPI into a statewide service in the 2004-05 school year.

Examples: Snohomish County Superior Court's Juvenile Court and the Snohomish County WDC's Project REACH provided adult mentoring to 120 youth and young adults engaged in the justice system, resulting in a recidivism rate of less than 5 percent, well below the expected rate.

In the Tri-County WDC area, 43 youth participated in the Academic and Career Excellence demonstration project. Of the 43 students, 22 students received a high school diploma or GED within 16 months. Of those, 14 entered postsecondary or advanced training, and those who have not graduated remain in school and are on track to graduate. Mentoring is a key component.

Office of Superintendent of Public Instruction (OSPI)	Workforce Development Councils/Youth Councils (WDC)
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Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 1.4** Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.

Develop new programs, and increase student enrollments in workforce training, especially in high-demand industry clusters such as health care and information technology.

Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields.

Total secondary career and technical education enrollments in 2002-03 increased from the previous year by 21,507 FTEs. These numbers include a 9,578 FTE increase in health service occupations and a 7,345 FTE increase in information technology (IT) and telecommunication occupations.

Supported the Digipen Institute of Technology to expand student interest in IT careers through summer workshops and year-long classes at secondary vocational skill centers, including after-school youth programs and targeted workshops for girls to attract them to this well-paid and exciting industry. Microsoft donated Visual Studio to all school districts.

Since July 2003, 201 new programs and 20 new Associate in Applied Science-Transfer (AAS-T) degrees were approved for the community and technical colleges. New information technology and health care programs were established. The AAS-T, a workforce degree, is based on core general education courses and articulated with specific baccalaureate programs.

Six colleges received Centers of Excellence designation and funding to organize statewide efforts in high-wage, high-demand programs supported with matching funds from business and industry. In addition, 23 colleges received funding to support high-wage, high-demand programs. These start-up and expansion projects were linked to economic development strategies, and curriculum was based on industry-defined skill standards.

Office of Superintendent of Public Instruction (OSPI)	St. Board for Community & Technical Colleges (SBCTC)
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## Objective 1.4 (cont.)

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Expand the ability of higher education institutions to recognize and grant credit for competencies obtained through other educational institutions and employment.

Increase availability of applied degrees especially in science technology, engineering technology, and information technology.

Expand apprenticeship training in emerging fields, and expand preparation programs for apprenticeship in high-demand clusters including construction.

Eastern Washington University (EWU) and the Community Colleges of Spokane are developing transfer requirements defined by competencies for specific academic disciplines. Faculty and administrators from these institutions are selecting the academic disciplines and will report progress to the Legislature in December 2004.

Bachelor of Applied Science (BAS) degrees in Safety and Health Management and Industrial Technology have been approved by Central Washington University's faculty and Board of Trustees and await approval by HECB. Two other BAS degree programs are in the initial stages of development: Information Technology and Food Service Management.

In 2003, EWU received approval to offer a Bachelor of Science in Technology, Applied Technology option at Bellevue Community College. Bellevue is the fifth community college through which EWU offers this major. EWU is currently in the initial stage of a feasibility study to develop a Bachelor of Applied Science degree with new majors.

Approved the first three health care apprenticeship programs in the nation. Also approved a nontraditional apprenticeship program for data/voice cabling technicians. Washington was selected by the U.S. Department of Labor as one of five states to work with the Council for Adult Experiential Learning to develop apprenticeship career lattices in health care.

Higher Education Coordinating Board (HECB)	Labor & Industries/ WA St. Apprenticeship & Training Council (WSATC)	St. Board for Community & Technical Colleges (SBCTC)
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Two-year colleges continued strong partnerships with high schools, increasing dual credit opportunities through tech-prep. Articulation agreements enabled 13,237 students to earn over 82,866 professional-technical college credits while taking courses at their home high schools.

Two-year colleges now offer 65 Associate in Applied Science-Transfer (AAS-T) degrees, including 20 new degree programs approved in 2003-04. The AAS-T, a workforce degree, is based on core general education courses and articulated with specific baccalaureate programs. Additionally, 14 new information technology degrees and one science degree received approval in 2003-04.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 1.4** Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs. *(cont.)*

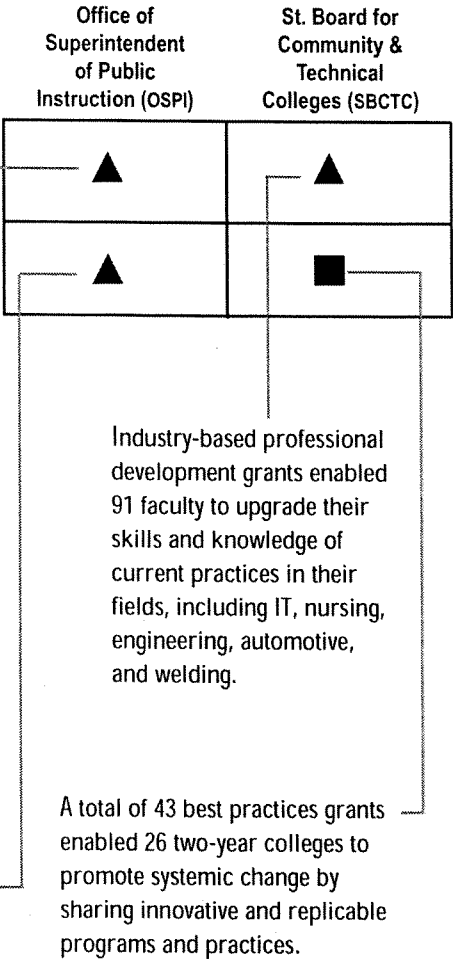
Increase the number of individuals prepared to teach students for high-wage, high-demand fields.

Highlight and replicate best practices from around the state and nation in career and technical education.

OSPI supported expansion of information technology (IT) courses and teachers in partnership with Washington State University and the National Workforce Center for Emerging Technologies. More teachers (262) mastered high-end software and technology and learned how to use new curriculum designed to help students attain high-end IT skills. In addition, more than 800 educators in all pathways received professional development in technical skills.

OSPI's pathway supervisors identified and highlighted best practices from around the nation as they worked with teacher and student organizations. The career and technical education (CTE) advisory group, Washington Association of Career and Technical Education annual conference, Washington Association of Vocational Administrators conference and area groups, and other CTE organizations offered peer mentoring. They also exchanged new program information and provided OSPI with best practice examples that are highlighted on OSPI's website <[www.k12.wa.us](http://www.k12.wa.us)>.

South Kitsap High School was honored by Certiport as a national model in IT education. Additionally, South Kitsap and Pasco high schools were honored by the U.S. Department of Education for their leadership in the national IT cluster development.

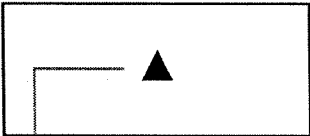


**Objective 1.5** Increase education and training for older workers and retired individuals who want to return to work.

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Encourage older workers and retired individuals who want to return to work to pursue education and specialized training, and improve access for seniors to take advantage of these opportunities.

Dept. of Social & Health Services/  
Aging & Disability Services  
Administration (DSHS)



Twelve Area Agencies on Aging arranged community service jobs for more than 151 older workers. At the Seattle Mayor’s Office for Senior Citizens, 3 older workers acting as job counselors assisted 534 older unemployed workers, finding jobs for 363. King County partner agencies sponsored a resource fair attended by hundreds of mature workers and 40 nonprofit and public agencies.

Significant Progress ■

Some Progress ▲

No Progress ●

## GOAL 2 Incumbent & Dislocated Workers

*To enable workers to make smooth transitions so they, and their employers, may fully benefit from the new, changing economy by putting in place a coherent strategy for dislocated and incumbent worker training.*

**Objective 2.1** Increase economic competitiveness and prevent dislocation by expanding customized incumbent worker training.

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Increase publicly supported customized incumbent worker training, and provide incentives to both employers and employees for this type of training.

Workforce Training  
& Education  
Coordinating Board  
(Workforce Board)



The 2003 Legislature increased funding for the Job Skills Program (JSP) from \$1.14 million to \$2.95 million for the biennium. Previous evaluations found wage gains for JSP participants. The Workforce Board, State Board for Community and Technical Colleges, and Employment Security Department coordinated the allocation of state and federal funds to support workforce development in key industry sectors. The Workforce Board participated on the state's Boeing 7E7 Action Washington State Team.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 2.2** Enhance business expansion and retention strategies.S  
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Y**Market retention services to at-risk businesses and their workers.**Dept. of Community,  
Trade & Economic  
Development (CTED)

Marketed retention and expansion services  
online and through local Economic  
Development Councils and targeted sectors.  
Helped save or create 2,388 jobs in 333 firms.  
CTED's partner, Washington Manufacturing  
Services, also marketed retention assistance  
to help companies become more competitive.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 2.3** Return unemployed workers to suitable work in as short a time as possible.S  
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Establish a coherent, flexible, and accessible dislocated worker service strategy, and continue best practices such as rapid response labor-management committees.

Provide retraining in high-demand fields.

Rapid response partners convened 12 local labor-management committees to assist those facing layoffs or plant closures in industries such as agri-business, forest products, health care, manufacturing, and transportation. Some 8,175 dislocated workers, affected by 49 WARN layoff events, learned about rapid response services. Additionally, 3,899 dislocated workers from 55 companies received rapid response services and orientations on the Trade Act program.

The Job Skills Program (JSP) provided customized training for 2,541 individuals. Twenty-three JSP projects targeted new and incumbent workers needing additional or upgraded skills. In 2003-04, the two-year colleges used Worker Retraining funds to offer retraining to 16,595 unemployed or dislocated workers.

Employment Security Dept. (ESD)	St. Board for Community & Technical Colleges (SBCTC)	Workforce Development Councils (WDC)
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All 12 WDCs implemented this strategy. Example: The Seattle-King County WDC emphasized increasing and enhancing placement services for 5,737 dislocated workers. Of 2,271 who left the program, 82 percent found jobs that paid at an average hourly wage of \$19.22.

The Benton-Franklin WDC participated in the Enhanced Reemployment Services Pilot and reported the following statistics:

- \* 773 percent increase in Unemployment Insurance (UI) claimants receiving direct job referrals
- \* 20 percent increase in job placements for dislocated workers
- \* Achieved 543 percent of the UI claimant entered employment goal

The North Central WDC area rapid response teams responded to 3 major closures affecting about 900 fruit packing and food processing workers. The dislocated workers received reemployment assistance. One-third of those served had limited English proficiency. The Spanish-speaking workers accessed WorkSource services with the help of translators. Many enrolled in special occupational English classes.

Significant Progress ■

Some Progress ▲

No Progress ●

# GOAL 3

## Wage Progression for Low-Income Workers

To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low-wage workers to move up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, people with disabilities, and women.

Objective 3.1 Increase high school graduation rates.

STRATEGIES

Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathway, including the achievement of the high school diploma or entrance into a postsecondary education or training program.

Expand summer programs to address the education and employment needs of at-risk students.

Employment Security Dept. (ESD)      Office of Superintendent of Public Instruction (OSPI)      Workforce Development Councils (WDC)

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The Franklin Pierce School District "navigation" model for individual student learning, supported by OSPI, is showing success in helping more students enroll in higher skill level courses and achieve their high school diplomas.

Awarded youth grants to six WDCs. These grants served 176 at-risk youth. Some youth established day care or food service businesses, while others explored career opportunities in health occupations.

In the Southwest Washington WDC area, 350 youth participated in a Workforce Investment Act-supported summer program, which used a Technology Bus as a computer-based classroom for rural areas. This provided "credit recovery" and software-based skills enhancement services to low income youth, including Russian speaking immigrants. One hundred percent of the youth enrolled in the credit recovery program successfully completed it.

The Northwest WDC hosted 7 summer health career camps for 102 middle and high school students and partnered with health care businesses in hosting youth for job shadows and work-based internships for career exploration. They also launched a health and allied occupations web portal (<[www.healthcarework.info](http://www.healthcarework.info)>) to increase marketing of high-wage, high-demand occupations within the region

Significant Progress ■

Some Progress ▲

No Progress ●

Objective 3.2 Assist unemployed individuals to gain and retain employment.

STRATEGIES

Develop a more effective labor exchange to help individuals get jobs with the greatest potential for wage progression.

Sustain and expand programs with demonstrated success in enabling low-income individuals to achieve wage progression.

Expand access to support services such as child care, especially for target populations.

Strengthen postemployment services for customers.

Dept. of Social & Health Services/  
Voc. Rehab. (DVR)      Employment Security  
Dept. (ESD)      Office of the Governor/  
Employment Security Dept. (Gov.)      Workforce Development  
Councils (WDC)

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Implemented the WorkFirst Targeted Wage Initiative (TWI), which offered participants skill assessments, employability skills training, and intensive job search assistance. TWI's goal is to place clients, within 90 days, in jobs paying over minimum wage and with potential for wage progression.

All 12 WDCs implemented this strategy. Olympic WDC expanded labor exchange services in response to customer comments by adding new locations for customers to access Workforce Investment Act services. New locations include Kitsap Community Resources in Bremerton and Port Orchard and SoundWorks in Poulsbo. Council partners enhanced staffing at resource centers in WorkSource offices to help job seekers improve their job search.

The Pacific Mountain WDC built on its effort to expand services into the business community through the success of its "Business-to-Business" strategy. During 2003-04, business contractors increased the service to the region's business community by 55 percent.

Even with budget pressure, DVR continued funding for child care and support services, e.g., transportation, work clothing, and work tools. In locations where people were served by DVR and another program, funding was pooled to expand support services.

All 12 WDCs implemented this strategy. In the Eastern Washington Partnership Workforce Development Area, a customized employment grant provided expanded support services to 15 individuals with disabilities. Twenty at-risk youth received support services, including child care, through new DSHS services in Walla Walla.

WorkFirst Post-Employment Labor Exchange (WPLEX) services helped 37 percent of the participants served to realize a 10 percent annual increase in monthly earnings.

WPLEX served 16,200 clients. Eighty-eight percent of the clients remained off Temporary Assistance for Needy Families.



**Objective 3.3** Remove barriers for populations with unique obstacles to employment, and increase the number of employers who hire individuals with disabilities, women, and people of color in high-wage, high-demand occupations.

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Plan for and implement the Ticket to Work program.

Educate employers, especially employers from high-wage, high-demand industries about the benefits of hiring individuals from target populations.

Develop accountability and program improvement mechanisms for increasing employment and earnings for target populations.

Dept. of Services for the Blind (DSB)	Dept. of Social & Health Services/Voc. Rehab. (DVR)	Employment Security Dept. (ESD)	Workforce Training & Education Coordinating Board (Workforce Board)
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Developed strategies to meet the unique needs of Social Security disability beneficiaries who qualify for the Ticket to Work program.

Over 137,500 Social Security disability beneficiaries are eligible for services under the Ticket to Work Program. DVR designed and distributed brochures to adults and to students leaving high school providing information on program benefits. Established a toll-free line for ticket holders to call with questions, and cosponsored seven regional resource fairs on work incentives for both Ticket holders and professionals.

DVR supported two conferences on Health Care for Workers with Disabilities (HWD) and the new Ticket to Work program. Over 400 agency staff and affiliates are now prepared to inform 148,000 eligible Social Security disability beneficiaries about services available via HWD.

Assessed program outcomes for African Americans, Asians, Pacific Islanders, Hispanics, Native Americans, people with disabilities, and women. Outcomes included wages and earnings, employment, etc. Published results in *Workforce Focus* and shared report at Workforce Strategies 2003 conference. Will republish in 2005.

The WorkFirst partnership in Whatcom County, including Native American representatives, developed a PowerPoint presentation to be used to inform employer groups on the benefits of hiring WorkFirst participants.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 3.4** Assist low-income individuals to move up a career ladder by increasing training and developing career opportunities.

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Expand customized training, apprenticeship preparation and apprenticeship programs, and other training opportunities for low-income individuals.

Provide training programs at times and locations that are accessible to working people, and provide support services to assist in overcoming barriers to training.

Employment Security Dept. (ESD)	Labor & Industries/ WA St. Apprenticeship & Training Council (WSATC)	St. Board for Community & Technical Colleges (SBCTC)
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Awarded nine Targeted Industry Partnerships grants offering customized training to incumbent workers in high-demand occupations such as building construction, computer forensics, health care, and marine construction. Over 740 incumbent workers upgraded their skills and earned credentials, certificates, or college credits.

Offered planning assistance to the Northwest Laborers Apprenticeship Committee for the sixth Annual Construction Apprenticeship Academy. The Academy introduced 54 apprenticeship applicants to the trades. WSATC created a Tribal Liaison Subcommittee to work with Washington's Tribal Councils to expand apprenticeship opportunities on tribal construction projects.

Customized Jobs Skills Training, developed with employers, provides work readiness skills integrated with basic skills and English-as-a-Second Language to Temporary Assistance to Needy Families clients preparing to enter the workplace. In 2003-04, all 34 community and technical colleges, 3 private vocational institutions, and 1 Native American college provided customized job skills training to over 3,447 students. Additionally, 20 community and technical colleges received funds to provide classroom instruction to 450 full-time equivalent apprentices.

In 2003-04, community and technical colleges offered 91 evening professional-technical programs, 64 weekend professional-technical programs, and 70 online professional-technical programs to increase access and minimize barriers to education and training.

**Objective 3.4** Assist low-income individuals to move up a career ladder by increasing training and developing career opportunities. (*cont.*)

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Increase basic skills instruction in the workplace and integrate it into occupational skills training.

Support the development of career ladders leading to high-wage, high-demand occupations.

Create and offer financial incentives to employers and low-income workers to increase training.

Office of the Governor/ Employment Security Dept. (Gov.)	St. Board for Community & Technical Colleges (SBCTC)	St. Board for Community & Technical Colleges/ Office of Adult Literacy
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Managed the Work Opportunity Tax Credit program, a federal income tax credit program, which saves employers up to \$2,400 each time they hire someone who is a member of one of eight targeted groups. Over 6,400 new hires yielded tax credits to the employers who hired them.

In 2003-04, career ladder opportunities in high-wage, high-demand occupations were enhanced at the community and technical colleges with the creation of 48 new program options, 561 alternative programs, and 58 short-term programs.

Five community and technical colleges received funding in 2003-04 to pilot projects that integrate English-as-a Second Language and adult basic skills instruction with professional technical training. Aimed at providing models for systemwide replication, these projects served more than 70 students in the areas of Child Development, Commercial Driving, Information Technology, and Automotive Trades and Technology.

Significant Progress ■

Some Progress ▲

No Progress ●

# GOAL 4 *To integrate workforce development programs to improve customer service.*

## *Facilitate the Integration of Workforce Development Programs*

**Objective 4.1** Improve WorkSource services to customers, including target populations, by bringing together individual partner programs to craft comprehensive solutions.

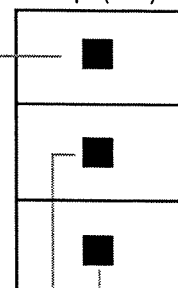
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Understand and respond to the needs of business customers, and implement a coordinated, comprehensive strategy among WorkSource partners.

Improve customer service by collecting and using customer feedback, providing electronic services, and sharing information on customer service best practices.

Include all WorkSource partners in customer service training, including training in serving target populations.

Employment  
Security  
Dept. (ESD)



WorkSource Washington launched a statewide marketing campaign to enhance awareness and use of WorkSource business services. The six-month campaign, which targeted 14,700 businesses, increased total awareness of WorkSource to almost 90 percent and more than doubled the number of employers that plan to use WorkSource in the future. Direct contact with a WorkSource business representative more than doubled, rising from 8 percent to 20 percent. The campaign generated 2,231 responses from 1,614 businesses.

Conducted a Mystery Shopper program to measure customer service at WorkSource centers: 420 in-person, 356 telephone, and 47 e-mail contacts were made. Customer ratings improved from 3.2 to 3.7 on a scale of 1 to 5. Sponsored the 2003 Dislocated Worker Symposium at which over 300 employment and training professionals learned about local, state, and national customer service best practices.

Provided customer service training for all ESD employees in 2003-04. To date, 2,200 ESD staff have completed the training. This training is available to all WorkSource partners. One key component of the training focused on how staff can improve service to persons with disabilities.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 4.2** Develop and maintain service delivery capacity that is flexible and responsive.**S  
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Provide a statewide information system for case management that is shared by WorkSource partners.

Develop systems to track, and report core WorkSource services.

Find financial resources to sustain the WorkSource delivery system infrastructure.

Services, Knowledge, and Information Exchange System (SKIES), a case management information system, is used by all workforce development partners. On average, 850 WorkSource staff use it each day. SKIES Version 2, implemented in the fall of 2003, has many added features, some of which were designed to help people with disabilities use SKIES.

All 12 WDCs used the Internet-based WorkSource Membership System to track core customer activities provided through the one-stop career development system. WDCs, in collaboration with ESD, used this systemwide tracking method to report on WorkSource activity, improve local management information, and enhance program performance. Since July 2003, over 424,000 one-stop, "in-person" customer visits have been documented statewide.

Used Workforce Investment Act Statewide Activities funds to support WorkSource infrastructure improvements, including resource room enhancements, facilities upgrades, redesign of workstations, and adaptive equipment purchases to accommodate customers with disabilities.

Employment Security Dept. (ESD)	Workforce Development Councils (WDC)
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Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 4.3** Reach out to individuals from target populations in order to increase their use of WorkSource services, and provide services that meet their unique needs.

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Provide individuals with disabilities with equal opportunities to benefit from WorkSource services.

Increase outreach, recruitment, and marketing activities conducted in partnership with tribes and community-based organizations serving target populations.

Encourage diversity among the membership of local workforce development councils and WorkSource staff to reflect the diversity of the community being served.

Assistive technology equipment purchased and distributed to 26 WorkSource centers and 11 affiliate sites to improve accessibility for individuals with disabilities.

Example: Staff from ESD and Whatcom County colleges, including the Northwest Indian College, developed a PowerPoint presentation entitled: "Uniting Business with People Who Want To Succeed." The presentation, promoting the benefits of hiring WorkFirst participants, was shared at community events and business meetings.

Example: With the assistance of the locally elected officials, Tacoma-Pierce County WDC targeted minority and women-owned businesses for membership: 30 percent of the members are now female; 17 percent are African American; 7 percent are Hispanic/Latino; and 3 percent report a disability. WorkSource-Pierce County staff includes those from community-based organizations with expertise working with minority and/or disabled adult and youth populations: Centro Latino (Hispanic/Latino); Goodwill Industries and Vadis Northwest (disabled); Tacoma Community House (immigrants and refugees); and My Service Mind (Korean). Sixty-one percent of youth and 42 percent of adult participants are minorities, and 11 percent of youth and 16 percent of adult participants report a disability.

Employment  
Security  
Dept. (ESD)

Workforce  
Development  
Councils (WDC)

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ESD state and local office administrators reviewed quarterly management information reports on the demographic characteristics of ESD staff in WorkSource centers and other ESD locations.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 4.4** Facilitate the integration of workforce development programs that serve youth.**S  
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Facilitate the transfer of information among workforce development programs serving youth.

Office of Superintendent of Public Instruction (OSPI)	Workforce Development Councils/Youth Councils (WDC)
▲	■

OSPI assisted local WDCs as they plan, implement, and evaluate youth programs. OSPI collaborated with the Employment Security Department and the Workforce Board to develop a dropout prevention and intervention program that will leverage Workforce Investment Act (WIA) monies and Basic Education Act funds to provide service for at-risk students in targeted school districts.

All 12 WDCs implemented this strategy. Example: The Spokane Area WDC and its Youth Council launched <[www.youthsynergy.net](http://www.youthsynergy.net)>, a virtual web-based one-stop, developed for youth and for WIA youth service providers. The Council launched a major marketing campaign to encourage youth, service organizations, and employers to use the website.

Significant Progress ■

Some Progress ▲

No Progress ●

TAB 3



**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 100  
NOVEMBER 18, 2004**

**WIA TITLE I-B PERFORMANCE RESULTS  
ON THE STATE AND FEDERAL CORE INDICATORS**

This tab shows the third annual performance results on the core indicators for the Workforce Investment Act (WIA) Title I-B. The report shows the programs' baseline performance and most recent year's results, and compares the results against the performance targets adopted by the Workforce Training and Education Coordinating Board. The following table summarizes how the programs performed compared to the performance targets.

**Table 1**

**Performance Results as a Percent of Targets**

<b>Program</b>	<b>Results Compared to Performance Targets</b>		
	<b>Federal Core Indicators</b>	<b>State Core Indicators</b>	<b>State and Federal Core Indicators</b>
<b>Workforce Investment Act Title I-B</b>			
Adults	106.1%	100.3%	102.6%
Dislocated Workers	100.9%	96.9%	98.9%
Youth	111.5%	106.5%	109.0%
Customer Satisfaction (Federal)	100.0%		
Employer Satisfaction (State)		117.0%	
<b>Overall</b>	<b>106.1%</b>	<b>102.5%</b>	<b>104.5%</b>

In order to be eligible for a federal incentive award, the state must meet or exceed an average of 100 percent of the federal targets for each of four WIA Title I-B categories: adults, dislocated workers, youth, and customer satisfaction. Washington achieved this level for WIA Title I-B, but just barely, achieving the minimum requirement of 100 percent for customer satisfaction and 100.9 percent for dislocated workers. Washington must also meet or exceed an average of 100 percent of targets for the Carl Perkins Act and Adult Education and Family Literacy programs.

**Board Action Requested:** None. For discussion purposes only.

## Workforce Investment Act (WIA) Title I-B PY03 Program Results

Table 2 summarizes the performance results for WIA Title I-B for Program Year 2003. The date of program participation varies depending on the performance measure. Federal entered employment and employment and credential measures are calculated for participants who exited between October 1, 2002, and September 30, 2003. Federal employment retention and earnings gain measures and state credential, employment, and earnings measures are calculated for participants who exited between April 1, 2002 and March 31, 2003. Federal satisfaction survey results are for participant exits or employer services from January 1, 2003 through December 1, 2003. State participant satisfaction results are computed for the same time period. Younger youth skill gain and high school diploma rates are measured for the year running from April 1, 2003 through March 31, 2004.

**Table 2**  
**WIA Title I-B Performance Results**

<b>Federal Indicators</b>	<b>PY 2002 Performance</b>	<b>PY 2003 Target</b>	<b>PY 2003 Performance</b>	<b>Percent of Target</b>	<b>PY 2003 N of Cases</b>
Adult Entered Employment	80.7%	75.0%	78.8%	105.0%	2,997
Adult Employment Retention	83.8%	81.0%	85.5%	105.6%	2,410
Adult Earnings Gain	\$3,895	\$3,600	\$3,979	110.5%	2,410
Adult Employment and Credential	70.4%	68.0%	67.2%	98.8%	2,165
<b>Average Adult Performance</b>				<b>106.1%</b>	
Dislocated Worker Entered Employment	80.6%	78.5%	82.3%	104.8%	5,946
Dislocated Worker Employment Retention	91.1%	90.5%	91.6%	101.3%	3,397
Dislocated Worker Earnings Replacement	83.2%	85.6%	84.3%	98.4%	3,212
Dislocated Worker Employment and Credential	67.5%	70.0%	69.3%	99.0%	4,149
<b>Average Dislocated Worker Performance</b>				<b>100.9%</b>	
Older Youth Entered Employment	71.5%	70.6%	74.3%	105.3%	483
Older Youth Employment Retention	79.6%	78.6%	80.2%	102.0%	388
Older Youth Earnings Gain	\$2,625	\$3,020	\$2,854	94.5%	387
Older Youth Employment and Credential	52.7%	45.8%	56.6%	123.6%	583
Younger Youth Skills Gain	82.8%	73.0%	87.9%	120.4%	6,981
Younger Youth Diploma or Equivalent	63.8%	52.0%	61.8%	118.8%	1,442
Younger Youth Retention	63.8%	58.5%	67.8%	115.9%	1,230
<b>Average Youth Performance</b>				<b>111.5%</b>	
Employer Satisfaction	67.8	68.0	68.1	100.1%	2,326
Participant Satisfaction	75.0	74.8	74.7	99.9%	5,920
<b>Average Satisfaction Performance</b>				<b>100.0%</b>	
<b>Average Federal Performance</b>				<b>106.1%</b>	

Table 2 (Continued)

	PY 2002	PY 2003	PY 2003	Percent	PY 2003
State Performance Indicators	Performance	Target	Performance	of Target	N of Cases
Adult Credential Rate	62.4%	62.9%	63.9%	101.6%	2,991
Adult Employment Q3	74.5%	74.0%	75.0%	101.4%	2,753
Adult Annualized Earnings	\$16,743	\$18,923	\$18,480	97.7%	2,065
Adult Customer Satisfaction	90.6%	90.0%	90.4%	100.4%	1,487
Average Adult Performance	100.3%				
Dislocated Worker Credential Rate	64.8%	69.3%	63.5%	91.6%	4,078
Dislocated Worker Employment Q3	79.7%	79.5%	81.4%	102.4%	3,838
Dislocated Worker Annualized Earnings	\$24,386	\$29,076	\$27,189	93.5%	3,125
Dislocated Worker Customer Satisfaction	89.5%	89.0%	89.1%	100.1%	2,923
Average Dislocated Worker Performance	96.9%				
Youth Credential Rate	67.6%	66.9%	71.1%	106.2%	1,907
Youth Employment Q3	71.7%	68.2%	75.8%	111.2%	2,327
Youth Annualized Earnings	\$8,526	\$9,050	\$9,762	107.9%	928
Youth Customer Satisfaction	94.1%	94.0%	94.8%	100.9%	1,232
Average Youth Performance	106.5%				
(PY 01 Performance)					
State Employer Satisfaction (Biennial Measure)	72.8%	71.0%	83.1%	117.0%	200
Average State Performance	102.5%				
Average State and Federal Performance	104.5%				

## Economic and Demographic Changes

Workforce Training and Education Coordinating Board (Workforce Board) staff uses mathematical regression models with economic and demographic variables to measure the impact of various factors on performance. Regression models were used to seek adjustments to performance targets where appropriate. They were also used to negotiate performance targets for local workforce boards.

PY03 targets were negotiated with the Department of Labor (DOL) in 2003, using PY02 performance as a baseline. Economic and demographic conditions in PY02 and PY03 were quite similar, so our regression models suggested that target adjustments were necessary. We sought and received DOL approval for adjustments to six federal targets. Four older youth targets were adjusted upwards based on participant characteristics suggesting that recent exiters were easier to serve than those in the baseline period. Two targets, dislocated worker earnings replacement and participant customer satisfaction, were adjusted downward based on economic and demographic information suggesting that participants were harder to serve.

Washington State would not have exceeded 100 percent of its federal customer satisfaction targets without this reduction in the participant customer satisfaction target. Even with this reduction, average satisfaction targets were exceeded by only seven-thousandths of 1 percent. Workforce Board staff are working with the Employment Security Department and local workforce boards in the western region to improve satisfaction results by looking through the accumulated survey data to identify potential areas for improvements.

## Discussion of Results

Washington's WIA I-B program exceeded PY03 performance targets for adults, dislocated workers, youth, and customer satisfaction and achieved at least 80 percent of each individual target. Twenty-five states performed at this level in PY02, the most recent year for which DOL has released data.

DOL considers a performance measure to have failed if a state achieves less than 80 percent of its target. Washington State has not failed an individual target in its first four years of WIA operations. Washington State was one of 13 states that had not missed an individual target during WIA's first three years (through PY02).

Performance results were best for WIA programs serving disadvantaged adults and youth. Results for dislocated workers did not exceed 100 percent of state targets and only barely exceeded 100 percent of federal targets. Results for customer satisfaction just barely matched current targets.

Results for dislocated workers and customer satisfaction will need to improve in PY05 in order to exceed federal performance targets for PY05 due to scheduled increased in performance targets. PY04 performance on federal measures for dislocated workers is only 100.1 percent of

**Table 3**

### WIA Title I-B PY 2003 Local Area Performance Results

Workforce Area	Average Adult	Average Dislocated	Average Youth	Federal Survey	Federal Adult	Federal Dislocated	Federal Youth	State Adult	State Dislocated	State Youth
01 Olympic	104.3%	102.4%	108.5%	103.1%	105%	100%	110%	104%	105%	107%
02 Pacific Mt	101.2%	102.2%	116.2%	102.6%	108%	108%	121%	95%	97%	111%
03 Northwest	105.1%	98.7%	123.7%	103.5%	107%	102%	127%	103%	96%	121%
04 Snohomish	109.7%	106.2%	111.9%	98.5%	117%	110%	120%	102%	103%	104%
05 King	99.9%	100.4%	105.2%	96.4%	100%	102%	101%	99%	99%	109%
06 Pierce	110.8%	102.9%	105.8%	101.1%	115%	103%	110%	107%	102%	101%
07 Southwest	101.9%	100.6%	113.3%	99.2%	106%	103%	112%	98%	98%	114%
08 North Central	107.0%	105.3%	105.7%	103.0%	111%	109%	106%	103%	102%	106%
09 Tri County	112.1%	101.9%	122.5%	97.5%	119%	103%	131%	106%	101%	114%
10 Eastern	109.4%	97.8%	106.6%	108.0%	111%	103%	109%	108%	93%	104%
11 Benton Franklin	99.6%	92.2%	106.8%	99.8%	104%	103%	113%	95%	82%	101%
12 Spokane	99.2%	100.9%	103.4%	95.8%	100%	103%	106%	98%	99%	101%
13 Statewide		93.4%				90%			95%	
State Total	102.6%	98.9%	109.0%	100.0%	105%	101%	112%	100%	97%	107%

Shading indicates eligibility to share in state incentive payments for the population.

the federal targets for PY05. PY04 performance on federal customer satisfaction measures is only 99.2 percent of federal targets for PY05. These results are too close to next year's targets to expect that we will exceed those targets unless performance improves.

### **Local Workforce Development Area Results**

All local workforce development areas exceeded an average of 100 percent of their targets on the federal and state core indicators. Table 3 shows the local workforce development area results. Local targets are adjusted for changes in local economic conditions and participant demographics using the same regression models used to adjust to statewide targets.

### **State Incentive Allocations**

A total of \$300,000 was set aside from WIA 10 percent funding for use as state incentive fund awards. The amount allocated to each Workforce Development Council (WDC) is based on WDC size (as measured by funding allocation) and relative performance among WDCs eligible to share in the awards. The WDCs may use the dollars for any function permissible under WIA Title I-B.

Based upon the Workforce Board's incentive policy for WIA Title I-B (adopted in December 2002), local areas that exceeded an average of 100 percent of their performance targets for one or more of the funding streams, or for participant satisfaction are eligible to receive a share of this incentive money. Shaded areas of Table 3 show the WDCs eligible to share in the incentive money for each population.

### **Section 503 Incentive Results are Still Pending**

A state is eligible for Section 503 federal workforce incentive funds if it exceeds performance targets for WIA Title I, Carl Perkins Act, and Adult Education and Family Literacy Act performance measures. The targets for all three programs must be exceeded. In 2003 (WIA PY02 and CAR PY03) Washington State met these standards for WIA and Adult Education and Family Literacy. However, the Department of Education (DOE) determined that we did not meet Carl Perkins Act targets. The Workforce Board disagrees with DOE's interpretation of Carl Perkins Act performance measures. DOE evaluates postsecondary vocational education based on the percent of students receiving credentials (a measure we have difficulty passing) instead of the number of students receiving credentials, even though the law clearly allows targets to be based on the number of vocational receiving credentials.

In 2004 (WIA PY03 and CAR PY04) Washington State has again passed the first of the three sets of performance targets by exceeding 100 percent of its WIA targets. We will not know our Carl Perkins Act performance results until December 2004, and are unlikely to have our Adult Education and Family Literacy Act results until early 2005. Success in obtaining Section 503 incentive funds this year will probably depend on DOE. This year's Carl Perkins Act targets are higher than the targets for last year. The Workforce Board has sought reductions in these targets. DOE has agreed to reductions in targets for 2005, but it is not clear that they will accept the same targets for 2004. The Workforce Board has also sought correction of DOE's policy of evaluating post-secondary vocational education based on the percent of students receiving credentials instead of the number of students receiving credentials. Conversations with DOE are continuing on this issue.

**TAB 4**

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 100  
NOVEMBER 18, 2004**

**HIGH SCHOOL GRADUATION AND DROPOUTS**

**Background:**

The high school graduation action plan adopted last November by the Board directed the Workforce Training and Education Coordinating Board staff to work with partner agencies to utilize Workforce Investment Act (WIA) Statewide Activities Funds to implement a dropout prevention and retrieval initiative. It also called for the Board to promote awareness of the dropout issue in collaboration with operating agency partners and other stakeholder organizations and to “support and encourage efforts by other agencies or legislators to enhance state policy and procedures on the reporting of and accountability for high school graduation.”

Included in this tab is a summary of the current status of the dropout prevention and retrieval initiative implemented with WIA funds. Awareness of the dropout issue has been raised by: (1) working with stakeholders to send individual letters to newspapers statewide following the Office of Superintendent of Public Instruction’s (OSPI’s) release of the high school graduation numbers for the Class of 2003; (2) presenting on the dropout initiative and graduation policy issues at conferences; and (3) raising awareness of dropout issues at regularly attended meetings of stakeholder organizations, as appropriate.

With respect to enhancing state policy on high school graduation, staff has conferred with key stakeholders on this issue to determine the appropriate policy steps. In the discussions with stakeholders, three key issues were identified as needing resolution at the state level. Those issues were brought to the Board at the October 2004 meeting for discussion and review and include:

1. Whether there should be a revised goal that provides for incremental improvements on the high school graduation rate.
2. Whether the A+ Commission and legislature should provide incentives for improving the high school graduation rate for student subpopulations.
3. Whether the state dropout statute should be revised to require the reporting of dropouts in the 7th and 8th grade.

Enclosed in this tab is a resolution establishing an official position on the identified graduation and dropout policy issues for purposes of advocacy before the appropriate legislative and regulatory entities. Also enclosed is the proposal by OSPI to revise the high school graduation rate goal by providing for incremental improvements.

**Board Action Required:** Adoption of the attached resolution.

## **RECOMMENDED MOTION ON HIGH SCHOOL GRADUATION AND DROPOUTS**

**WHEREAS,** Washington State ranks 39<sup>th</sup> in the country in a national assessment of on-time high school graduation rates; and

**WHEREAS,** The median annual earnings for a high school graduate in Washington State is \$30,000 per year compared to a dropout's earnings of \$17,000; and

**WHEREAS,** Under current rules, secondary schools that are above the statewide average "on-time" high school graduation rate of 66 percent do not have to improve until 2014, at which time they would have to be at 85 percent; and

**WHEREAS,** The Office of Superintendent of Public Instruction (OSPI) has proposed revising this policy to establish incremental improvement goals to reach the 85 percent goal by 2014; and

**WHEREAS,** Graduation rates for the Class of 2003 for African-Americans (48.3 percent), Hispanic Americans (49.5 percent), and Native Americans (41 percent) are significantly below the statewide average of 65.7 percent; and

**WHEREAS,** Current statute does not require schools to report the number of students who have dropped out in the 7<sup>th</sup> or 8<sup>th</sup> grade; and

**WHEREAS,** Information on the number of dropouts in the 7<sup>th</sup> and 8<sup>th</sup> grade is readily available under the new student identifier system being implemented by OSPI;

**NOW, THEREFORE, BE IT RESOLVED THAT,** The Workforce Training and Education Coordinating Board supports efforts to:

1. Revise the accountability policy to establish incremental improvement goals to reach the 85 percent goal by 2014, as set forth in the OSPI proposal.
2. Revise state reporting statutes to require the reporting of dropouts in the 7th and 8th grade.
3. Provide incentives for improving the high school graduation rate for students of color.



**DROPOUT PREVENTION AND INTERVENTION  
DEMONSTRATION PROJECTS UPDATE  
November 1, 2004**

In May 2004, the Workforce Training and Education Coordinating Board (Workforce Board) forwarded recommendations covering the portion of funds received through the federal Workforce Investment Act (WIA) that are known as the “10 percent” funds or the “Governor’s Discretionary Funds” to Governor Gary Locke. Among the required uses of these funds, states are to assist areas with high concentrations of eligible youth. The Workforce Board recommended using \$670,000 of Project Year (PY) 2004 funds and \$670,000 of PY 2003 funds to leverage WIA funds with Basic Education Act (BEA) dollars.

This recommendation supports *High Skills, High Wages* Strategy 3.1.2: “Develop local community-school partnerships that plan and implement dropout prevention and retrieval initiatives for at-risk youth, including effective after school hours and summer programs.” As a result of the partnerships between school districts and workforce development councils, there will be young people who might have otherwise left school with limited life and work choices who will choose to stay or return, graduate, and help close our skills gap. The 12 proposals anticipate serving 1,267 students. Proposal summaries are attached.

The Employment Security Department (ESD) released the “Workforce Investment Act Statewide Dropout Prevention and Intervention Program” guidelines on May 25, 2004, and negotiated proposal due dates with 11 of the 12 Workforce Development Councils (WDCs).

The review team includes Julianne Hanner, Owner and Operator, Hanner Enterprises and Workforce Board member; Mary Kenfield, Washington State Parent Teacher Association; Holly Watson and Charles Lewis, ESD; Kyra Kester, Office of Superintendent of Public Instruction; and Pam Lund, Wes Pruitt, and Heather Fredericks, Workforce Board. Eleven of the twelve proposals are approved, and contract negotiations have been completed.

All demonstration projects will leverage their WIA grants with BEA funds from local partner schools and school districts. The range of WIA funds awarded to WDCs is from \$135,796 (Seattle-King County WDC) to \$104,733 (Benton-Franklin WDC), based on the WIA youth allocation formula. To date, the total BEA funds leveraged toward these projects is approximately \$2,076,003.

## **Proposal Summaries – As of November 1, 2004**

### **North Central – “Learning Center Plus” Project**

**Status:** Approved – Contract in place. (\$107,420)

#### ***Serves 30 youth***

This project builds on existing relationships with Wenatchee, Moses Lake, Brewster, and Okanogan School Districts. Students enrolled in the Learning Center Plus project receive an individual evaluation to assess current high school credits, requirements for graduation, and transcription of credits toward graduation. The Learning Centers provide a hands-on learning environment, with activities emphasizing life skills training and mentoring.

### **Eastern Washington Partnerships – “Project Drop IN”**

**Status:** Approved – Contract in place. (\$105,550)

#### ***Serves 42 youth***

This project works with Rural Resources Employment and Training and includes Clarkston and Mary Walker School Districts. Students receive basic education and workplace skills, and can join a support group to keep them engaged in school. Project Drop In staff receive community training to gain a better understanding of the challenges that students face while working to earn a high school diploma and enter the workforce. The project puts in place a tracking system to document students’ progress toward gaining a high school diploma.

### **Tri-County – “Kittitas Rural Education and Service Training (KREST)”**

**Status:** Approved – Contract in place. (\$110,494)

#### ***Serves 30 youth***

This project works with the Cle Elum-Roslyn, Easton, and Thorp School Districts, and Opportunities Industrialization Center of Washington (a community-based organization). Participating school districts and community service providers refer students to the KREST Center. Early intervention and strategies are designed to interest, motivate, and support the at-risk students. The KREST Center recovers dropout students, and helps students complete their education by addressing the issues that cause premature exit from school.

### **Seattle-King – “Improving Educational Access & Achievement for Highline Students”**

**Status:** Approved – Contract in place. (\$135,796)

#### ***Serves 65 youth***

This project works with six local communities of the Highline School District in two different programs. The University of Washington Small Schools Project and the Big Picture Company have designed a small high school to enroll ninth graders at risk of dropping out. These students receive an Individualized Learning Plan, and participate three days a week in school-based activities, and two days a week off-site working in internships. King County WorkSource’s “YouthSource” program recovers dropout students in their one-stop youth education and employment center. These students receive teacher assistance in basic skills to attain their high school diploma and vocational training.

### **Spokane Area – “The NET: Alternative for Education and Training”**

**Status:** Approved – Contract in place. (\$110,077)

#### ***Serves 100 youth***

This project continues its work with Educational Service District #101 and 12 school districts, including Central Valley, Cheney, Deer Park, East Valley, Freeman, Liberty, Mead, Medical Lake, Nine Mile Falls, Riverside, Spokane, and West Valley, and the Spokane Area Skills Center. The NET project gives students an achievement test and one-on-one counseling to develop an Individual Instruction Plan. Students receive classroom instruction, career counseling services, workforce development opportunities, and online course work. Students meeting the motivation requirements for independent coursework will be given a donated computer for home use on a long-term loan basis.

### **Tacoma-Pierce – “Multi-District Dropout Prevention”**

**Status:** Approved – Contract to WDC for signature. (\$116,564)

#### ***Serves 625 youth***

This project is developing relationships with Bethel, Franklin Pierce, White River, and Clover Park School Districts. Students work with certified staff at each district to develop an Individualized Success Plan. These plans improve attendance and provide advocacy with teachers, parents, social workers, school administrators, and community programs. School district staff can access a website providing best practices to prevent and retrieve dropouts, and a catalog of available vocational college-based high school programs.

### **Olympic – “Academic Intervention Specialist” Project**

**Status:** Approved – Contract to WDC for signature. (\$105,342)

#### ***Serves 100 youth***

This project works with Educational Service District #114, Northwest Services Council, and includes Bremerton, Port Angeles, Quillayute Valley, South Kitsap, and Chimacum School Districts. The project expands the capacity of existing prevention and intervention programs in the community by improving communication and case management services. The Intervention Specialist coordinates a rapid response or reentry plan with school districts.

### **Snohomish – “Supporting Teens At-Risk (STAR)”**

**Status:** Approved – Contract to WDC for signature. (\$113,787)

#### ***Serves 50 youth***

This project works with Everett Public Schools, Cascade High School, H.M. Jackson High School, Everett High School, Eisenhower Middle School, Gateway Middle School, Heatherwood Middle School, North Middle School, and Sequoia Alternative High School. The project uses a “Three-Prong” approach to increase retention and on-time graduation rates. First, an Intervention Specialist works with students at risk of dropping out of school and their parents to devise an Individualized Graduation Strategy for on-time graduation. Second, students can earn credits through the Online High School. Third, students performing below standards in reading and writing are enrolled in the Literacy Support Class.

**Southwest – “SW Washington WIA Dropout Prevention & Intervention Program”**

**Status:** Approved – Contract to WDC for signature. (\$113,463)

***Serves 45 youth***

This project works with Educational Service District #112 and Clark County Juvenile Justice to fill service gaps within the Battle Ground, Longview, and Vancouver School Districts. Battle Ground Public Schools connect students with advisors to receive a personalized learning environment and ongoing mentoring. Longview School District targets students moving from 8<sup>th</sup> to 9<sup>th</sup> and 9<sup>th</sup> to 10<sup>th</sup> grades, providing a five week summer session to gain academic skill and support relationships. Vancouver School District provides an intensive prevention program for academic support. Students who are WIA-eligible can participate in the Youth Workforce Program through Educational Service District #112.

**Benton-Franklin – “This Project”**

**Status:** Approved – Contract to WDC for signature. (\$104,733)

***Serves 20 youth***

This project works with Career Path Services and the Pasco and Finley School Districts. This Project will provide adult and peer mentoring, high school reentry services, work-based learning and career exploration, leadership development, and referrals to community resources. Career Path Services will hire a bilingual teacher for one-to-one and small group tutoring during the school year, and for credit retrieval programs during the summer.

**Northwest – (No Title for Project)**

**Status:** Approved – Contract to WDC for signature. (\$108,131)

***Serves 60 youth***

This project works with Catholic Community Services, Skagit County Youth and Family Services, and the Sedro Woolley and Concrete School Districts. The Sedro Woolley School District will identify students’ disaggregated data from 7<sup>th</sup> grade WASL scores, ranking students to be served by WASL score. Parents and students will participate the in the development of a Student Learning Plan, including a service strategy and summer remedial assistance. Students identified at risk of suspension in Concrete School District will work with an Academic Coach and an In-School Suspension Assistant. Concrete will implement a rapid response reentry program to reach students who dropped out.

**Pacific Mountain – “Dropout Prevention and Retrieval”**

**Status:** Pending presentation to review team. (\$108,642)

***Serves 100 youth***

This project works with Yelm Community Schools, New Market Vocational Skills Center, Community Youth Center, Educational Service District #113, and Grays Harbor School District. This project serves youth who are credit deficient, have high truancy rates, recidivism within the juvenile justice system, and youth reentering the traditional school setting for a second or third time. The school districts identify a “coach” to help the student gain lost credits and remain motivated until graduation. The project includes additional academic course work, tutoring, and alternative methods to credit retrieval such as NOVA Net.

TAB 5

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 100  
NOVEMBER 18, 2004**

**INTEGRATED PERFORMANCE INFORMATION PROJECT**

In June of 2003, Eric Johnson of the Employment and Training Division of the United States Department of Labor contacted Ellen O'Brien Saunders, Executive Director, of the Workforce Training and Education Coordinating Board (Workforce Board). Mr. Johnson asked that we lead a nation-wide effort among the states to design the next generation performance management system for workforce development programs. He indicated that he wanted us to help other states achieve what Washington State has accomplished in terms integrated performance information (IPI) across workforce programs.

To perform this task, staff of the Workforce Board organized policy and technical teams with representatives of a cross section of Washington's workforce development programs, and identified five other states to take part in the first phase of the project. The five other states are Oregon, Florida, Texas, Michigan, and Montana. With the exception of Montana, these states are national leaders in performance management. Montana provides the perspective of a state that is at the beginning stages. Each state formed policy and technical teams to take part in the project. We also contracted with National Governors Association's Center for Best Practices to help convene the states and the Ray Marshall Center at the University of Texas to provide technical assistance. Based upon the work of the states' teams at three national meetings, staff of the Workforce Board drafted a "Blueprint" guide to states on creating and maintaining IPI for workforce development.

During the second phase of the project, there have been two "Institutes" for teams from an additional 10 states in order to obtain feedback on the draft "Blueprint" and to provide the 10 states with technical assistance. Also during this phase, leaders from the original six states are presenting the draft to other audiences and stakeholders including academic experts, business associations, education and training associations, and labor, in order to obtain more feedback on the draft. In December, leaders from the original six states will reconvene to consider all the feedback and reach agreement on the content of the final draft of the "Blueprint." Dissemination activities will be conducted in 2005.

This tab contains the draft executive summary of the IPI Blueprint.

**Board Action Required.** None. For informational purposes only.

## **Integrated Performance Information for Workforce Development A Blueprint for States**

### **Executive Summary**

#### **Introduction**

This is a guide for states interested in creating or further developing integrated performance information (IPI) for workforce development programs. IPI reports performance results consistently across programs, across levels (from institutions to local areas to states), or for programs as a system.

A shared information system that produces reports based upon consistent protocols and measures is one key element of IPI. Integrated performance information, however, is more than an information system and a set of consistent measures. It also requires institutions and practices that support shared accountability for results. The Blueprint discusses each of the steps involved: establishing authority, building a culture of shared accountability and trust, generating capacity, crafting performance measures, setting and using targets, as well as creating and maintaining a shared information system.

There are many advantages to states having IPI. The advantages include increased accountability, improved strategic planning, better research, efficiency, and a sense of shared responsibility among workforce development programs. These advantages can improve the credibility of workforce programs and, in turn, enhance the support they receive and their ability to serve customers.

What is meant by workforce development? Workforce development programs are programs that prepare people for employment and career advancement throughout their lives, and include, but are not limited to:

- Secondary Career and Technical Education
- Postsecondary Career and Technical Education
- The Employment Service, Workforce Investment Act (WIA) Title III
- WIA Title I-B
- Adult Education and Family Literacy, WIA Title II
- Vocational Rehabilitation, WIA Title IV
- Temporary Assistance for Needy Families Work Program
- Apprenticeship

Viewed as a system, most money for these programs comes from the states. The largest programs, in terms of funding, are the education programs for which states typically supply at least 90 percent of the funds. Given this funding arrangement, it is logical that states exercise leadership in devising IPI across workforce development programs.

The United States Office of Management and the Budget (OMB) has taken an important initial step toward IPI by issuing “common measures” for federal workforce development programs. OMB has gotten the attention of federal agencies, particularly the Department of Labor (DOL), regarding the need for consistent measures across programs. DOL has also taken the step of designing a new reporting system, ETA Management Information and Longitudinal Evaluation System (EMILE), that is to be consistent across most Department programs. This Blueprint builds on these initial steps by recommending performance measures and an information system that would support consistency across state as well as federal workforce programs.

The Blueprint was produced through the joint efforts of six states (Florida, Michigan, Montana, Oregon, Texas, and Washington), with the financial support of DOL. Washington State’s Workforce Training and Education Coordinating Board (Workforce Board), with the assistance of the National Governors Association’s (NGA’s) Center for Best Practices convened policy and technical teams from each of the six states. Each state team included representation from a cross section of workforce development programs. This diversity of representation was a necessary ingredient for the success of the project. The team members endeavored to listen closely to the perspectives of each program and to arrive at solutions that were acceptable to all.

The state teams met several times during 2004 to share experiences and lessons learned, review technical papers, think through key questions, and arrive at a consensus on key aspects of IPI. In addition to the NGA’s Center for Best Practices, the states received assistance from the Ray Marshall Center at the University of Texas and The Center for Governmental Studies at Northern Illinois University. The states benefited greatly from the research conducted on behalf of the project as well as from the general expertise and experience of these entities. They and the state teams provided much of the material for the Blueprint and reviewed and commented on drafts. The Blueprint is very much the shared product of the six states and their partners, although the Workforce Board remains ultimately responsible.

The Blueprint consists of the following sections:

### **Challenges and Responses**

States face serious challenges as they embark down the road of creating IPI. And the challenges don’t end with the beginning. Most of the challenges are ongoing and require constant attention. This section of the Blueprint examines some of the major challenges and some choices that states have made to address them. The section discusses: (1) establishing authority for IPI, (2) creating a culture of shared accountability, (3) building capacity—including funding and addressing privacy issues, and (4) reaching consensus on goals and measures. For each challenge, the Blueprint presents some examples of actions states have taken, a variety of actions reflecting the variety of institutional structures and political conditions in states. States reading the Blueprint may want to pick and choose from these examples and implement the steps that best fit their situation.

### **IPI Performance Measures**

What are the best performance measures for workforce development if the same measures are applied horizontally and vertically within the system, including programs that are funded mostly by the states and programs that are funded mostly by Congress? This was a central question considered by the six states and their partners at NGA’s Center for Best Practices and the Ray



Marshall Center at the University of Texas. The states began by considering what policy leaders want to know about performance results. They then suggested the selection criteria for judging measures, and analyzed the advantages and disadvantages of a long list of possible measures. In the end, the states agreed on a relatively short list of measures that best respond to the performance questions commonly posed by policy leaders. This section of the Blueprint summarizes the discussion and recommendations of the six states' teams. Other states may wish to follow suit, either by following this type of process within their state, or by adopting some or all of the recommended measures. The following table summarizes the performance measures recommended by the teams from the six states. The measures are separated into those measures that are useful as accountability measures, for which there could be targets and consequences, and those measures that, while indicators of how well the workforce development system is doing, do not sufficiently satisfy the criteria for good performance measures in order to be used for targets and consequences.

### IPI Performance Measures

Category	Measure
<b>Accountability Measures</b>	
<b>Labor Market Results for Program Participants</b>	<p><b>1. Short-term Employment Rate:</b> The percentage of participants who have exited with employment during the second quarter after exit. (For youth, enrollment in education counts as well as employment.)</p> <p><b>2. Long-term Employment Rate:</b> The percentage of participants that have exited with employment during the fourth quarter after exit. (For youth, enrollment in education counts as well as employment.)</p> <p><b>3. Earnings Level:</b> Median earnings during the 2<sup>nd</sup> quarter after exit among all exiters with any earnings.</p>
<b>Skill Gains</b>	<p><b>4. Credential completion Rate:</b> The percentage of exiters who have completed a certificate, degree, diploma, licensure, or other industry-recognized credential within one year of exit.</p>
<b>Results for Employers and the Economy</b>	<p><b>5. Repeat Employer Customers:</b> The percentage of employers who are served, directly or indirectly, who return for the same service.</p>

Category	Measure
Accountability Measures	
Performance Indicators	
Results for Employers and the Economy	<b>6. Employer Market Penetration:</b> The percentage of all employers who benefit from the services.
Return on Investment	<b>7. Taxpayer Return on Investment:</b> The present value of the net impact on tax revenue and social welfare payments compared to the cost of the services.  <b>8. Participant Return on Investment:</b> The present value of the net impact on participant earnings compared to the cost of the services.

The state teams considered many other measures beside these eight. This section discusses some of these measures and why they did not rise to the top of the list. This section also discusses data sources, setting and using performance targets, adjusting targets or results for economic conditions and participant characteristics, and how national research complements state performance measurement.

### Shared Information Systems

A major barrier to IPI is the absence of a shared or integrated information system for workforce development in most states. Participant information remains scattered about in various program level Management Information Systems (MISs), and there is no system for integrating the information from the multiple MISs to support performance measurement and reporting.

This section of the Blueprint discusses the steps and decisions involved in establishing a data warehouse that links administrative records from multiple programs with other data sets containing outcome information, such as unemployment insurance wage records. A data warehouse is built on top of exiting MISs and does not replace them. The MISs are still necessary for program management. The warehouse is a longer-term repository where data are cleaned and matched in order to analyze and report performance outcomes.

Creating a data warehouse requires states to make decisions regarding: authorization; leadership; funding; scope; data ownership, confidentiality, and access; information flows; reporting; and quality assurance, among other issues. This section of the Blueprint walks through each of these issues and the major options.

## **Conclusion**

States will want to consider how to use this Blueprint given federal initiatives in this area, including the OMB's common measures, the DOL's EMILE System, and the pending reauthorization of WIA, the Carl D. Perkins Vocational and Technical Education Act, and other federal acts related to workforce development. States may choose to proceed in a number of different ways. The development of a shared information system is something that should be useful no matter the outcomes of the federal initiatives. Electronically linking records from multiple programs with files containing outcome data will facilitate the implementation of common measures and reporting the performance information likely to be required by the reauthorized acts, as well as meeting state-identified needs.

If states find some or all of the performance measures recommended here to be useful, states can implement them as additional measures to those necessary to satisfy federal requirements. Experience has shown, moreover, that federal performance measurement requirements evolve over time. If states find the IPI measures to be useful, the measures may be reflected in future generations of federal acts and guidelines. Federal performance requirements have a powerful effect on program implementation and results; if states find the IPI measures to be useful, it would be very helpful if future federal requirements were aligned with the measures.

Finally, no matter the specific course of events in Congress or the federal agencies, the basic issues of building the capacity for and a culture of shared accountability are likely to be challenges that remain with states. Hopefully, the state experiences and lessons learned that are shared here will help states as they continue to face these challenges.

TAB 6

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 100  
NOVEMBER 18, 2004**

**ONE-STOP LABOR MARKET INFORMATION (LMI) PLAN**

In July of this year, the U.S. Department of Labor (DOL) issued new requirements for the state labor market information plan funded through the One-Stop Career Center/America's Labor Market Information System (ALMIS) federal appropriation. As part of the new requirements, State Workforce Boards "must play a central role in determining how funds for core products (3) through (6) are spent." The grant plan must be co-signed by the chairperson of the state Workforce Training and Education Coordinating Board (Workforce Board) and the State Workforce Agency administrator, or signed by the Governor. Plans were due to DOL by September 30, 2004. Recognizing the short notice of the new requirements for collaboration, DOL suggested that states submit preliminary plans in a timely manner and consider submitting modifications, if necessary, at a later date. Washington submitted its plan on September 30, 2004, and indicated that the state might later submit a modification.

In October 2004, the research staff of the Board met with the LMI staff of the Employment Security Department to discuss the plan. While the discussion did not identify the need to modify any of the substance described in the plan, the staff of both agencies found the discussion to be useful. Accordingly, a modification has been made in the plan to include regular meetings of the research and LMI staff in the future.

The modified plan is included in this tab.

**Board Action Required:** Adoption of the recommended motion.

## **RECOMMENDED MOTION**

**WHEREAS,** The United States Department of Labor requests the involvement of state Workforce Investment Board in planning for One-Stop labor market information; and

**WHEREAS,** The research staff of the Workforce Training and Education Coordinating Board has reviewed the plan prepared by the Labor Market and Economic Analysis unit of the Employment Security Department, and the plan has been modified to include regular meetings of the staff of the two agencies.

**THEREFORE BE IT RESOLVED,** The Workforce Training and Education Coordinating Board endorses the modified one-stop labor market information plan.

# *State of Washington*

## **PY 2004 Workforce Information Grant Plan**

### **A. Statewide Workforce Information System**

The Revised Code of Washington (RCW 50.30.050) designates the Employment Security Department (ESD) as the official source of Labor Market Information (LMI) in Washington State. The ESD accomplishes its tasks through the Labor Market and Economic Analysis Branch (LMEA). LMEA is currently staffed with exemplary employees who develop and disseminate data and analysis at both the state and local levels. In addition to the Administrative Support Unit, LMEA is organized into five basic sections: Bureau of Labor Statistics (BLS) Programs; Economic and Policy Analysis; Agency Program Support; Information Delivery systems; and WorkFirst Program Support. These sections support the State's five-year plan for workforce investment by creating and disseminating LMEA products and services and by providing analyses to various customers. Out-stationed and central office staff economists accomplish this through a combination of electronic systems, publications, and in-person services. Specific information regarding these products and services to support workforce information systems are described in this plan.

- **The process used to ensure that the SWIB can exercise its responsibility for ensuring that state workforce information policy is responsive to the needs of the state and local workforce investment system.**

The Workforce Training and Education Coordinating Board (Washington State's SWIB) is responsible for overseeing a statewide workforce development system. On June 30, 2004, the Board adopted the plan entitled "High Skills, High Wages: Washington's Strategic Plan for Workforce Development."

Included in the plan is the following vision: "A workforce development system that offers every Washingtonian access to high quality academic and occupational skills education throughout his or her lifetime, effective help to find work or training when unemployed, and the personalized assistance to make progress in the labor market, and Washington employers access to the skilled workforce they need."

In Washington State, labor market information (LMI) has been identified as a key component in creating a high skills, high wage workforce. Providing high-quality labor market information will enable programs to respond to changes in the workforce requirements and inform students and customers about current and future career opportunities. The Labor Market and Economic Analysis Branch (LMEA) of the ESD is improving the quality of labor market information by working with partners and customers in order to shape products and services that best meet the needs of workforce development programs, partners, and participants.

The PY-04 plan will be submitted to the Workforce Training and Education Coordinating Board (WTECB) for their approval on September 13, 2004. The chairman of the WTECB will work with LMEA and WTECB staff to approve the grant proposal, which will then be submitted to the U.S. Department of Labor Employment and Training Administration (ETA) for final approval. Some later changes to the approved plan may be submitted to ETA after LMEA and the WTECB

jointly determine if such changes are required to fully meet the needs of the workforce system in Washington State.

- **How the statewide workforce information system supports the goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan for state and local workforce development.**

The Workforce Investment Act and Wagner-Peyser five-year operational plans were approved on July 1, 2003. Included in those plans was the One-Stop Career Development System called WorkSource. WorkSource "partners" provide labor market information and career planning services to jobseekers and businesses. This grant ensures that current and high quality labor market information is utilized to make informed decisions. The goal of "universal access" specified in the five-year plan is made possible through the Internet by using the award-winning Workforce Explorer website ([www.workforceexplorer.com](http://www.workforceexplorer.com)). Job seekers, employers, students, workforce development, and anyone else who has Internet access can utilize this resource 24 hours a day, seven days a week. This access is available at WorkSource offices, libraries, schools, and from home. For customers who cannot access the Internet, LMEA has a toll-free telephone number to a Labor Market Information Center (LMIC) that addresses customer questions and provides printed copies via mail of on-line and print publications.

- **How the grant activities are consistent with the strategic vision of the Governor and the SWIB.**

Activities carried out through this grant will be consistent with Governor Gary Locke's goals (Executive Order No. 99-02) and Washington State's unified plan for Workforce Development and the Workforce Investment Act. The 12 Workforce Development Councils finalized local plans as well. These local plans also include labor market information as an important part of the workforce system.

- **The strategy of the SWA and the SWIB for consulting with local workforce investment boards and stakeholders in the workforce investment system to determine customer needs for workforce information.**

The State Workforce Agency (ESD in Washington State) has a representative on each of the Local Workforce Investment Boards (Workforce Development Councils in Washington State). In addition, LMEA staff work closely with the WDCs on a variety of subjects, make presentations at their meetings, and work with WDC members and staff on a wide range of topics. These contacts will be developed into a more cohesive consultative strategy with the SWIB strategy as LMEA continues to work more closely with the SWIB throughout the year.

- **The broad strategic approach for workforce information delivery to principal customers.**

The broad strategic approach is to provide the highest quality labor market information through the most convenient access possible. Many customers are satisfied by accessing electronic forms through the internet, while some customers prefer to have individual attention and others publications. This grant provides funds to meet the preferences of every customer.

The Workforce Explorer web site is the primary means of access for most customers for most types of labor market information. The web site includes a sophisticated query tool for the ALMIS data base and downloadable Excel spreadsheets for most types of data demanded by customers. In addition, the web site includes a comprehensive electronic career center, an



occupation explorer, industry explorer, regional data profile, business center, electronic assessment tools, links from occupations to job openings on Washington's electronic labor exchange, and numerous topical articles and labor market analyses.

In addition, LMEA staff provide direct services to customers with complex information needs or regular inquiries about labor market information. Specific staff are assigned specific regular customers whenever appropriate. For example, our Quarterly Census of Employment and Wages (QCEW) supervisor provides direct service to the state Office of the Forecast Council because they most often have questions about QCEW data. Similarly, the Regional Labor Economists most often provide service to the local Workforce Development Councils, as they are experts in local labor markets.

- **How workforce information and services are delivered as core services to customers through the state's One-Stop service delivery system.**

In Washington State, the WorkSource centers make up the One-Stop service delivery system. The Workforce Explorer is Washington's principal delivery system for labor market data and analysis. The system is accessible to all WorkSource centers in all 12 of the State's Workforce Development Areas. To promote the use of Workforce Explorer, LMEA is using bookmarks and presentations at workshops, training sessions, conferences, and symposiums. In addition, LMEA publicizes the web link in all hard copy publications and, as requested, LMEA provides training for local staff on how to navigate and apply the systems. Where LMEA has stationed Regional Labor Economists in One-Stop WorkSource centers, they provide training and other information for One-Stop staff and customers.

- **A description of the customer consultation and satisfaction assessment method(s) to be used to collect and interpret customer satisfaction information and the principal customers to be consulted.**

Several approaches will be used to collect customer satisfaction information. The Workforce Explorer web site will include feedback ratings for every article to ensure that articles written for the Internet are meeting the needs of customers such as jobseekers, businesses, and economic development agencies. We will continue to seek an overall web-based survey to rate the Workforce Explorer's effectiveness. We also have plans to incorporate focus group results into design changes and improvements along with innovative tools. We are working with the Association of Washington Business to develop a business advisory group to help ensure our products and services meet the needs of businesses to the maximum extent possible.

- **A concise summary of customer satisfaction findings for the most recent survey of products and services and the effect those findings had on the planned products and services for PY 2004 including how the plan addresses inadequacies or gaps identified by users.**

In June of 2004 LMEA surveyed the Workforce Development Council directors to determine the level of satisfaction with our products and services. Nine out of twelve directors responded. The rating scale was 5=Very Satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, and 1=Very Dissatisfied. Three specific areas were assessed: paper/electronic products (3.9); access to services (4.6); and workforce explorer (4.0). an overall satisfaction rating of 4.3 was recorded. Specific feedback was also received and incorporated into our goals of providing useful information.

We have solicited feedback and ideas from conference participants; surveyed publication readers, and have asked for comments and feedback electronically.

Washington's LMEA recognizes the ongoing importance of customer satisfaction assessment and its role in improving current products and services, and in meeting new and emerging customer needs.

Some of the new methods for collecting feedback will include an opportunity for readers to evaluate each article on the Workforce Explorer; overall web-based survey, and focus group results.

- **Identify funds leveraged or matched from funding sources other than these grant funds and how these funds will enhance delivery of products and services as part of the state's workforce information system.**

Washington State law requires several labor market information products that enhance, extend, and elaborate on the products required from this grant. RCW 50.38.040 and RCW 50.38.050 mandate the following from LMEA on an annual basis:

- (1) Oversight and management of a statewide comprehensive labor market and occupational supply and demand information system, including development of a five-year employment forecast for state and labor market areas;
- (2) Produce local labor market information packages for the state's counties, including special studies and job impact analyses in support of state and local employment, training, education, and job creation programs, especially activities that prevent job loss, reduce unemployment, and create jobs;
- (3) Coordinate with the Office of Financial Management and the Office of the Forecast Council to improve employment estimates by enhancing data on corporate officers, improving business establishment listings, expanding sample for employment estimates, and developing business entry/exit analysis relevant to the generation of occupational and economic forecasts; and
- (4) In cooperation with the Office of Financial Management, produce long-term industry and occupational employment forecasts. These forecasts shall be consistent with the official Economic And Revenue Forecast Council biennial economic and revenue forecasts.

The Department shall submit an annual report to the Legislature and the Governor that includes, but is not limited to:

- (1) Identification and analysis of industries in the United States, Washington State, and local labor markets with high levels of seasonal, cyclical, and structural unemployment;
- (2) The industries and local labor markets with plant closures and mass layoffs and the number of affected workers;
- (3) An analysis of the major causes of plant closures and mass lay-offs;
- (4) The number of dislocated workers and persons who have exhausted their unemployment benefits, classified by industry, occupation, and local labor markets;
- (5) The experience of the unemployed in their efforts to become reemployed. This should include research conducted on the continuous wage and benefit history;
- (6) Five-year industry and occupational employment projections; and
- (7) Annual and hourly average wage rates by industry and occupation.

For these purposes, LMEA receives funding from the state through two fund sources to provide this specified labor market information to customers. By leveraging these resources with funding

under this grant, LMEA is able to provide Washington State labor market information customers with a higher level of service of improved quality than would be possible if we did not use these funds together with funds from the ETA One-Stop LMI grant in an integrated manner.

Funds from the Wagner-Peyser program are used to help support the dissemination of local labor market career and occupational information to jobseekers across the state. These funds help support the nine Regional labor Economists (RLEs) stationed at LMEA headquarters and throughout the state. This funding is combined with funds from this grant to ensure that local labor market information is distributed in a coordinated and complete manner. In addition, the activities of the Regional Labor Economists are, in some cases, supported by their primary customers, the WDCs. Some of the WDCs provide office space and other support for the RLEs for their area

Other grants and contracts that are leveraged with funds from this grant include the America's Career resource network (ACRN) grant from the WTECB. The WIA dislocated workers program supports the Washington State Job Vacancy and Benefits surveys, and the U.S. Census Bureau, through the Local Employment Household Dynamics (LEHD) program also provides data for a broad range of labor market information products and services.

## **B. Core Products and Services**

### ***State Workforce Agency Deliverables***

#### **1. Continue to populate the ALMIS Database with state data.**

##### ***Description of core product, service or other demand activity***

Washington State's Labor Market and Economic Analysis Branch (LMEA) will continue to populate and maintain all ALMIS database tables designated as core tables in accordance with guidelines issued by the ALMIS Database Consortium. In addition to the designated core tables, occupational licensing tables such as LICENSE, LICAUTH will also be maintained and updated as well as coded to the Standard occupational Classification system (SOC). These data will be provided to the National Crosswalk Service Center for inclusion in America's Career Information Network upon their request.

This year, we will emphasize "local" information, putting a high priority on populating the core tables with multiple geographic levels, including state, county and workforce development areas. We will also work with data providers and customers to better understand their specific information needs to improve the data distribution process through the ALMIS database.

##### ***Customer support for product or service as indicated in customer satisfaction survey results or other consultations***

The primary electronic labor market information (LMI) system in Washington State is the [www.workforceexplorer.com](http://www.workforceexplorer.com) web site, called the Workforce Explorer. Washington led a multi-state consortium in the development of a common LMI web site design, culminating in the launch of the Workforce Explorer by the Labor Market and Economic Analysis Branch (LMEA) of the Washington State Employment Security Department (ESD) in 2003. Customers report varying degrees levels of satisfaction with the Workforce Explorer internet website. LMEA uses their feedback to improve the site, its usability and content. LMEA staff will continue to update the ALMIS database, which ensures that the Workforce Explorer is always displaying the most current and most accurate information. This process seeks to maintain a high level of customer satisfaction. Over the period of this grant, we will collect user and provider feedback and self-reported levels of satisfaction on data items dealing with timeliness of data, quality of information, and amount of detail to help guide our ALMIS database activities. This assessment information also will be shared with data providers as well, for possible improvements which may lead to better uses of the information contained in the ALMIS database.

##### ***Support goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan***

In Washington's five-year plan, the products and services of LMEA that utilize data from the ALMIS database are an integral part of WIA implementation. The Workforce Explorer is the principle data delivery system discussed in Washington's WIA plan as the source of core labor market information. The goal of "universal access" specified in the five-year plan is made possible through the Internet by using the Workforce Explorer website. Job seekers, employers, students, workforce development professionals, and anyone else who has Internet access can utilize this resource 24 hours a day, seven days a week. This access is available at WorkSource

offices, libraries, schools, and from home. For customers who cannot access the Internet, LMEA has a toll-free telephone number to a Labor Market Information Center (LMIC) that addresses customer questions and provides printed copies via mail of on-line and print publications.

***Principal Customers***

Job seekers, employers, Workforce Development Councils, WorkSource staff, training providers, students, economic development councils, Chambers of Commerce, and other state and local government agencies all have products and services derived from the ALMIS database. Internally, it is used as a data warehouse, helping to improve the quality and consistency of delivering data to customers. Requests and feedback are monitored, and improvements are made to promote self-service of information through access to the ALMIS database.

***Projected outcome(s) and system impact(s)***

The principle outcome and primary impact will be universal access to current labor market information. Job seekers, students, employers, and workforce professionals will be able to apply current, accurate labor market information to make informed career decisions, job search efforts, and business plans. The ALMIS database will continue to be the central repository of data that our primary delivery systems rely on to meet existing and new customer needs.

***Planned milestones***

This work is expected to continue through program year 2005 with updates to the ALMIS database being made as soon as new data is available.

***Estimated costs (identify equipment purchases of \$5,000+ or more per unit cost)***

Estimated Cost: \$141,961

Other Funding Sources: \$90,395

**State of Washington  
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**B. Core Products and Services**

**2. Produce and disseminate industry and occupational employment projections.**

***Description of core product, service or other demand activity:***

LMEA will produce and distribute industry and occupational employment projections for Washington State and 12 local Workforce Development Areas (WDA). A NAICS based historical industry employment time series from January 1990 to June 2004 will be utilized for this project. NAICS based staffing patterns will also be constructed using confidentiality-screened information from the Occupational Employment Statistics (OES) survey.

The standard software tools sponsored by the Projections Workgroup and Projections Managing Partnership have not been very useful to our state and have produced neither reliable industry projections nor occupational projections that satisfied our customer needs. A particular problem with these tools is that they are based on a “black box” approach that does not allow the level of flexibility we need to best serve our customers. Washington State will use the same methodology proposed by the Projections Workgroup and Managing Partnership, but implement the methodology internally using E-Views software and leading economic indicators from the Global Insights Company, rather than consortium software tools.

Long-term projections for the 2002 to 2012 period and the short-term projections for the 2004Q2 to 2006Q2 period will be produced for the state and all twelve sub-state (WDA) areas as required by ETA. In addition LMEA will produce the five-year industry and occupation projections mandated by Washington State legislation. In the preparation of the occupational projections LMEA will incorporate estimates of self-employment and use replacement rates from the Managing Partnership’s Micro Matrix software.

LMEA will populate the ALMIS database with both short term (2004Q2-2006Q2) and long term (2002-2012) industry and occupational projections and will submit the data for public dissemination following the procedures established by the Projections Workgroup and the Projections Managing Partnership. The short-term occupational projections will also be published in the state’s annual report, in the county profiles, and will be used to produce the official occupational “demand” and “decline” list for training benefit purposes.

LMEA also plans to send staff members involved in projections work to Projections Workgroup and Managing Partnership sponsored meetings and training sessions in order to utilize the latest methodology and share Washington’s expertise with other states.

***Customer support for product or service as indicated in customer satisfaction survey results or other consultations:***

Branch-wide efforts to solicit customer feedback indicate that industry and occupational projections are among the most sought after information that LMEA produces. The number of visitors to the Occupation Explorer tool on the Workforce Explorer has been greater than any other data tool on our website. In PY-2004, LMEA will continue to track projections data access

on the web and solicit client feedback through direct contact and surveys of the WorkSource (One-Stop) Service centers. To insure that our efforts continue to be demand driven, LMEA will keep an inventory of all projections related presentations to different customer groups and will solicit feedback at every presentation. This feedback will be summarized and guide our projections-related product development and dissemination.

***Support goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan:***

LMEA will continue to support the state's five-year strategic plan, localized training benefits lists, and other state and local workforce information products. To support the state's five-year strategic plan, both industry and occupation projections will be made available to everyone in Washington State through our electronic delivery system, the Workforce Explorer. Paper copies of publications printed from the LMEA web site will be provided to those who cannot access the projections electronically. In addition, information will also be communicated to customers through the 1-800 telephone number of the Labor Market Information Center call center, other telephone requests, through formal presentations, and incorporated into occupational and career information products.

***Principal Customers:***

The main customer groups will include job seekers, employers, Workforce Development Councils, WorkSource center (One-Stop) staff, training providers, students, economic development councils, chambers of commerce, and other state and local government agencies.

***Projected outcome(s) and system impact(s):***

Past experience indicates that customers expect both accurate and timely industry and occupational employment projections. Thus, in PY 2004 industry and occupation projections will include several enhancements such as input-output tables for inter-industry relationship controls and integration of input-output tables. This will permit estimation of the employment impacts of major labor market disruptions such as plant closings or new plant openings. In addition, to improve our projections, LMEA utilizes national economic indicators from the Global Insights Company. LMEA will also use inputs from the State Forecast Council and the Office of Financial Management's forecasting staff. The projected outcomes and system impact will be the availability of critical information needed in the state for policy decisions, program administration, and curriculum development.

***Planned milestones:***

Refinement of NAICS based historical industry employment database - December 2004.  
Prepare NAICS based short-term and long-term industry projections - March 2005.  
Prepare a screened NAICS based staffing pattern from OES survey data - April 2005.  
Prepare short, medium, and long term occupational projections - May 2005.  
Populate the ALMIS Database and the "Workforce Explorer" home page with state and area projections - June 2005.  
Transmit required projections to the Projections Workgroup for further public dissemination - June 2005.

***Estimated costs (identify equipment purchases of \$5,000+ or more per unit cost)***

Washington State law (RCW 50.38) requires five-year employment projections by industry and occupation, in addition to the two year and ten year projections required by this grant. For this purpose, LMEA receives funding from the state through ESD Client Placement Program (CPP) funds to provide this and other specified labor market information. By leveraging these resources

with funding under this grant, LMEA is able to provide Washington labor market information customers with a higher level of service of enhanced quality that would be impossible if we did not use these funds in an integrated manner. This approach permits Washington to be among the national leaders in the development and dissemination of labor market information products.

Estimated Cost: \$109,277

Other Funding Sources: \$258,181



## B. Core Products and Services

### *State Workforce Investment Board (SWIB)/State Workforce Agency (SWA) Deliverables*

#### 3. Provide occupational and career information products for public use.

##### *Description of core product, service, or other demand activity:*

PY-04 funding will be used to produce and disseminate occupational and career information products, incorporating related information such as occupational projections, wages, benefits, and demand/decline occupations by Workforce Development Areas.

The occupational information will come from the Occupational Employment Statistics (OES) data and the ETA funded industry and occupational projections programs, benefits surveys, and Job Vacancy Surveys (JVS). LMEA will maintain links to the ETA-funded Occupational Information Network (O\*Net) system as a primary source for information on occupational requirements including typical tasks, knowledge, skills, abilities, work activities and work context. The benefits survey and JVS will be funded by other than ETA One-stop/LMI resources. All products will be SOC-based and demand driven in consultation with intended customers.

This core product benefits from a high degree of financial leverage in Washington State. Fund sources that support similar products include:

1. The state UI re-employment services (CPP) program supports the provision of local labor market information for job-seekers;
2. Local Workforce Development Areas
3. State law (RCW 50.38) provides for specific labor market information products that enhances those associated with this grant. These state-mandated products are funded through the Unemployment Compensation penalties and interest fund, and allocated by the state legislature.
4. Other grants and contracts that help support these and similar activities include the ACRN grant from the state Workforce Training and Education Coordinating Board (WTECB). The WIA dislocated workers program supports the Washington State Job Vacancy and Benefits surveys, and the US Census Bureau, through the Local Employment Household Dynamics (LEHD) program also supports the products and customers targeted by this core product.

Occupational and career information products, which will be supported in part through grant funds, and in part through other state and local fund sources, will include, but not be limited to:

1. A marketing brochure linking occupational projection and wage information to required training levels. The brochure will also provide information on how to link to the Workforce Explorer for more career planning tools. (to be produced in spring and summer of each year).

2. An assessment of occupational supply/demand conditions for each occupation (with estimated employment over 10) in each Workforce Development Area, (beginning of the calendar year).
3. A designated list of high demand, high wage occupations for each Workforce Development area, (in the summer of each year).
4. Published Job Vacancy Survey results for the late fall and late spring surveys. There will be an extended survey sample for key industries identified collaboratively by LMEA and the local Workforce Development Councils.
5. Published employee benefit survey on benefits offered to employees by industry, area, and firm size, (annually).
6. A monthly targeted occupations report on the Workforce Explorer, (monthly).
7. An annual report on the occupational outlook for the state and each of the 12 Workforce Development Areas, (for the state in spring, for areas beginning in December of 2004 and working through third calendar quarter of 2005).
8. Current unemployment insurance claimant information by county, occupation, and industry, (produced weekly and monthly)

***Customer support for products or services as indicated in customer satisfaction survey results or other consultations:***

The indicated products will be demand driven, developed in consultation with intended customers. LMEA will consult with other state agencies, the community colleges, and the state Workforce Training and Education Coordinating Board (WTECB) and will gather information through the Workforce Explorer to develop both electronic and hard copy products that meet customer needs.

***Support goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan:***

To support the state's five-year plan, LMEA will produce an extensive range of SOC based occupational and career information products, which will be supported by One-stop/LMI funds leveraged with several other fund sources.

LMEA has determined that several approaches are needed to disseminate industry and occupational information. Our primary means of dissemination will be the Workforce Explorer website, supplemented by the Occupations of the Unemployed website, special purpose lists such as the qualifying occupations for training benefits program, and electronic and hard copy reports such as the "Occupational Outlooks" that are produced for each of the twelve Workforce Development Areas.

The project outcome will be "universal access" to occupational and career information as specified in the State's Five-Year WIA Operations Plan and support to effective career decision making and more effective training program planning.

***Principal Customers:***

- \* **Job seekers**, distributed through mass layoffs in WorkSource centers and by individual requests.
- \* **Businesses**, who want to understand the skill set of the local workforce.

- \* **Workforce Development Councils**, who extensively use LMI on skills of workforce and available labor to create, implement, plan, and maintain programs.
- \* **WorkSource One-Stop Centers**, providing career guidance to job seekers.
- \* **Economic Development Councils**, to understand the characteristics of their local labor force and probable future labor force.
- \* **Chambers of Commerce**, use information on labor availability to attract and retain businesses.
- \* **Students**, principally high school, community college, four-year college and university students.
- \* **Other governmental organizations** for policy information and to improve services.

***Projected outcome(s) and system impact(s):***

The projected outcome will be universal access to occupational and career information as specified in the state's five-year plan. The primary labor market impact will be that customers in every customer group specified above will be able to make more informed career and occupational decisions based on LMI estimates, projections, and impartial analysis of occupational and career information.

***Planned milestones:***

Workforce Explorer enhancements will be continuous throughout the program year. New versions of the Workforce Explorer are expected as are new products and e-services. As new and better defined customer needs are identified, new occupational and career information products will be developed and presented on the Workforce Explorer. Other product completion dates are indicated with the specific products listed above.

***Estimated costs (identify equipment purchases of \$5,000 or more per unit cost)***

Estimated Cost: \$57,313

Other Funding Sources: \$458,779

## **B. Core Products and Services**

### **4. Ensure that workforce information and support required by state and local workforce investment boards are provided.**

#### ***Description of core product, service, or other demand activity:***

In Washington State, central office staff, out-stationed Regional Labor Economists (RLEs) and the Workforce Explorer internet site will provide state and local area support to the state Workforce Investment Board (WTECB), local WIBs (Workforce Development Councils, WDCs), including WDC planning, analysis, policy development, and program operations.

In PY 2004 the RLEs will be required, as in previous years, to devote a large share of their time in working directly with WIBs and local WorkSource centers in order to support local planning activities and meet local LMI needs. In addition, each regional economist will provide periodic economic briefings to the WDC members in order to keep them current on changes in local labor market conditions.

Since each area has its own distinct way of achieving its employment and workforce development goals, LMEA does not have a blanket strategy for meeting local needs. Each RLE will work with local planners and program administrators to identify their needs and provide the necessary information. The RLEs have the responsibility to know the local labor market and to be able to answer questions about it. The RLEs will participate in the preparation of industry employment estimates, monthly narrative analysis for the Labor Area Summaries publication on the Workforce Explorer, and the preparation of special subject and area reports as they are identified by local client needs. Their local efforts will be client driven.

Each RLE is expected to contribute to the preparation of "County Profiles" and at least one special research report during this program year. The regional economists will assist local WIBs in the maintenance of their occupational supply and demand list used for "Training Benefits" administration. They will also be available to speak to interested local groups on subjects related to the economy and the local employment situation.

(Note: The LMEA Branch currently has several vacant economist positions. Those positions are vacant because of an agency-wide hiring freeze. We expect that freeze to be lifted and additional economists hired in order to accomplish all the tasks indicated in this plan.)

#### ***Customer support for product or service as indicated in customer satisfaction survey results or other customer consultations:***

Since PY 2002, the LMEA Branch has been conducting Job Vacancy and Benefits surveys. Those surveys have been very popular with employers, job seekers and other customers, and LMEA will continue to administer them twice per year. Electronic customer surveys will gather client feedback on these products. Previous customer surveys have also indicated a need for assistance from trainers to locate and interpret data, and the skills of economists for an analysis of the employment situation in the local area. As these services are provided, feedback will be gathered to determine how well these needs are being met.

***Support goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan:***

The indicated products and services will support WIA/Wagner-Peyser plans by providing the information as outlined in the five-year plans. Both central office staff and regional economists will develop data, prepare reports, and provide services to assist state and local staffs in planning and implementing WIA training and employment programs.

***Principal Customers:***

In addition to the state and local Workforce Development Council planners and administrators, WorkSource service center staff and clients, principal customers will include employers, students, job seekers, analysts, reporters, and economic development planners.

***Projected outcome(s) and system impact(s):***

The measurable outcome will be electronic reports, data and publications that address the specific workforce information needs of WIA planners, and other state and local LMI users. Training providers, students, and job seekers will have improved access to data-based decision making.

***Planned milestones:*** The LMI delivery and support work will continue throughout the year. Currently, all WorkSource centers have electronic access to the LMEA data delivery websites and have LMI publications and/or brochures in their resource areas. Special reports will be posted monthly on the Workforce Explorer and electronic feedback opportunities for customers will be provided. Special efforts will be made to make sure that the local data users have access to the most current and most accurate information developed by the branch.

Further, to facilitate effective collaboration, LMEA will implement scheduled quarterly meetings with WTECB staff responsible for LMI one-stop activities. The purpose of the meetings will be to provide an update on progress in meeting the grant deliverables, discuss ways to improve the one-stop products, and make mid-course corrections to the activities to better meet the needs of the WTECB and the local WDCs.

***Estimated costs (identify equipment purchases of \$5,000 or more per unit cost)***

The activities of the Regional Labor Economists are, in some cases, supported by their primary customers, the WDCs. Some of the WDCs provide space and other support for the RLEs for their area.

Estimated Cost: \$137,968

Other Funding Sources: \$289,961

**State of Washington  
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**B. Core Products and Services**

**5. Maintain and enhance electronic state workforce information delivery systems.**

***Description of core product, service, or other demand activity:***

Washington State will continue to improve our award-winning Internet website, the Workforce Explorer. The Workforce Explorer delivers workforce information through an integrated internet web site with a usability-tested design, specific customer groups and tools, all integrated into a system that relies upon a query system attached to the ALMIS database. The Workforce Explorer is integrated into the state's WIA service delivery system through linkages with WorkSource centers, WDA homepages and other state agency websites as well as the state web site, Access Washington. The application will be hosted and maintained, with three upgrades to be implemented during the year.

***Customer support for product or service as indicated in customer satisfaction survey results or other consultations***

The Workforce Explorer will include three primary ways of collecting customer feedback. First, articles and narrative information products will include a "rating system" to allow us to identify most frequently read articles, and favorites based on user ratings. This will be integrated into the article itself, and also for quality improvement for new content.

Second, we will collect needs and satisfaction from a comprehensive user survey, and also from periodic survey questions placed on the website. Surveys will be targeted toward different customer groups, helping to focus on specific needs.

Additionally, partnerships with agency liaisons and customer representatives will be used to better identify customer needs. Systematically, groups will be asked for feedback and to participate in needs analysis and prototype evaluations.

***Support goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan***

The WorkForce Explorer web site will support the state's five-year strategic plan, by providing a wide range of labor market information products for the full range of WIA customers.

The outcome for the Workforce Explorer web site will be "universal access" to the widest possible extent of labor market information as specified in the state's five-year WIA operations plan and support to effective labor market decision making in career planning, job seeking, employer and other training program planning.

***Principal Customers***

Job seekers, employers, Workforce Development Councils, WorkSource staff, training providers, students, economic development councils, Chambers of Commerce and other state and local government agencies.

***Projected outcome(s) and system impact(s)***

The Workforce Explorer is a fully functional system that is used extensively by the Workforce Information System and the citizens of the state of Washington. The number of visits and

feedback from customers accessing the system will be used to measure the amount of use and level of satisfaction. To complement the number of visits, targeted customer groups will be asked questions to help determine specific levels of satisfaction with the web site. This will be combined with other customer satisfaction data to provide a complete picture of the strengths and weaknesses of this electronic information delivery system. Throughout the year, enhancements to the Workforce Explorer, to its usability, and to the display of information will be driven by the feedback collected from users.

***Planned milestones***

The maintenance and improvements of this system will continue throughout the year. New versions will be deployed as the contractor and consortium of states overseeing the system develop various improvements. Needs and satisfaction measures will be collected, analyzed, and acted upon for customer groups.

***Estimated costs (identify equipment purchases of \$5,000+ or more per unit cost)***

We expect a combined cost of application hosting, application enhancements, and upgraded licenses and maintenance of software to cost about \$100,000.

Estimated Cost: \$242,022

Other Funding Sources: \$0

**State of Washington  
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**B. Core Products and Services**

**6. Support state workforce information training activities.**

***Description of core product, service, or other demand activity***

Washington State will use PY 2004 grant money for training of LMI professionals and to conduct training sessions for LMI users. For LMEA staff, training will be funded to upgrade computer and analysis skills, as well as communication techniques for delivering LMI through the WorkSource (One-Stop) service delivery system. In addition, LMEA plans to send staff to ALMIS sponsored training courses dealing with industry and occupational projections as well as courses dealing with area analysis skills. Additional software training courses will be scheduled locally, as they are needed for new and existing staff to enhance their proficiency and productivity.

Training and technical assistance for new LMI users will be provided, whenever possible, by LMEA staff working with locally based trainers and regional economists. In November 2004, LMEA will present an economic symposium for economists, planners, program staff, and other LMI data users. Much of the content will be driven by electronic delivery such as Workforce Explorer. As usual LMEA presenters will also highlight recent economic developments and promote the use of the Workforce Explorer.

The Workforce Explorer will include training snippets to enhance the usefulness of the website and aid customers in finding answers to questions. Navigation will be enhanced as well through frequently asked questions (FAQs) sections.

A *Jobs for the Sidewalk Economist* publication will be available for downloads and be utilized as the basic curriculum for training LMI users in application of information on Workforce Explorer. Our LMEA trainer will continue to promote the use of this curriculum to a wide variety of customers through training sessions, conferences, workshops, and events.

***Customer support for product or service as indicated in customer satisfaction survey results or other consultations***

Training content will be designed to meet the needs of customers. All training sessions will include customer survey forms. The feedback from these customers will help to determine the content of future symposium and training curricula. The recommendations from readers of publications such as *Jobs for the Sidewalk Economist* will be reviewed and incorporated into subsequent versions of the publications as appropriate.

***Support goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan***

This activity will support the WIA/Wagner-Peyser program by providing training to program delivery staff and assisting clients in applying labor market information to assist them in their career planning and job search activities.

***Principal Customers***



LMEA staff, WDC staff, One-Stop staff, employment counselors, and a broad range of public and private customers interested in accessing and using the labor market information produced by LMEA.

***Projected outcome(s) and system impact(s)***

The focus of the training effort will be to increase staff training, and understanding of workforce information and to assist customers in accessing, understanding and using labor market information. All training will be done in consultation with clients. Increased use of labor market information tools such as the Workforce Explorer and associated publications should be a measurable impact of this activity.

***Planned milestones***

The Symposium, which has been held annually since 1995, is held during the second quarter of PY 2004 while training is expected to occur in all quarters of the program year. The regional labor economists will provide technical assistance to the staff of the WDCs and WorkSource centers as the need for training is identified.

The *Jobs for the Sidewalk Economist* publication will have total distribution both electronically and in print of over 5,000 during PY 2004.

***Estimated costs (identify equipment purchases of \$5,000 or more per unit cost)***

*Estimated Cost:* \$63,255

*Other Funding Sources:* \$62,500

## **C. Consultation and Customer Satisfaction Assessment**

LMEA will utilize a variety of tools and approaches to assess the level of customer satisfaction with its labor market information products and services. Many of the approaches outlined in the Workforce Information Council publication, *Customer Satisfaction Made Easy* will be used to collect customer feedback. The Workforce Explorer web site will include feedback ratings for every article to ensure that articles written for the Internet are meeting the needs of customers such as jobseekers, businesses, and economic development agencies. We will continue to seek an overall web-based survey to rate the Workforce Explorer's effectiveness. We also have plans to incorporate focus group results into design changes and improvements along with innovative tools. We will form a Workforce Explorer user advisory group to improve the usability and usefulness of the system. We are also working with the Association of Washington Business to develop a business advisory group to help ensure our products and services meet the needs of businesses to the maximum extent possible.

The feedback from all these assessment approaches will be utilized in a continuous improvement process to fine tune our products and services to customer needs. Each manager within LMEA will be responsible for assessing the degree to which their products meet their customers' needs, and incrementally improving the products to address the demands of customers. In this way, over time, LMEA will become more and more demand driven.